International Network for Philosophy and Psychiatry conference 2026

Title: ***Psychoeducation: the role of knowledge transfer at the intersection of empirical science, mental health care and human interaction***

While the status of psychoeducation in clinical practice seems to be self-evident, when having a closer look, its exact purpose and underlying rationale are less clearly formulated in clinical literature and guidelines than expected. Intuitively, it might be assumed that ignorant patients need to be educated about their mental health situation – as a way to increase treatment adherence and self-management, or even to reduce mental health issues. However, such answer is based on assumptions that are arguably problematic: what type of knowledge is it that needs to be 'transferred' through psychoeducation; why did the patient lack such knowledge to begin with? And taking into account epistemological and ontological debates within psychology: is it in fact possible for empirical psychological science to produce some type of knowledge that is coherent, useful and meaningful for patients? I want to gain insight into the concept of psychoeducation by analyzing what is generally assumed about its role in clinical practice, thereby learning more about underlying issues that psychologists are confronted with at the intersection of scientific knowledge production, mental health care and human interaction. In my analysis, I will also draw from preliminary results of interviews with practicing clinicians about their use of psychoeducation.