The Effectiveness of Individual Psychoeducation on Functioning and Quality of Life with Bipolar Disorder in Turkey: A Randomized Controlled Study

Funda Gumus, PhD of Psychiatric Nursing
Diyarbakir Ataturk School of Health Services, Dicle University, Diyarbakir, Turkey

Sevim Buzlu, PhD
Professor of Psychiatric and Mental Health Nursing, Florence Nightingale Nursing Faculty, Department of Mental Health and Psychiatric Nursing, Istanbul University, Istanbul, Turkey

Sibel Cakir, PhD
Associate Professor of Psychiatry, Istanbul Medical School, Department of Psychiatry, Mood Disorders Unit, Istanbul University, Istanbul, Turkey

Correspondence: Dr. Funda Gumus, Diyarbakir Ataturk School of Health Services, Dicle University, Diyarbakir, Turkey. 21100, Diyarbakir, Turkey E-mail: fcamuz@hotmail.com

Abstract

Background: With psycho-education programs, patients diagnosed with bipolar disorder can increase the functionality and quality of their lives.

Objective: To determine the effectiveness of the four-session individual psycho-education program designed to improve functionality and quality of life.

Method: This research was conducted as a randomized, controlled, experimental study. Eighty-two patients diagnosed with bipolar disorder participated and were assigned to intervention and control groups.

Results: Socio-demographic and the main clinical features such as mean number of total episodes ($T = 2.139; P = 0.036$) were equal across the intervention and control groups. Comparing patients’ functionality level scores, a statistically significant difference ($T = 2.311; P = 0.024$) was found between groups in the “emotional functionality” subscale 6 months after psycho-education ($T = 2.311; P = 0.024$). Another significant difference was determined in the “participation in social activities” subscale after 6 months, ($T = 2.011; P = 0.048$), and again at the 12th month ($T = 2.674; P = 0.009$). Another significant difference was found in the “taking initiative” subscale before psycho-education ($T = 2.093; P = 0.040$).

Examining quality of life, a statistically significant difference was found only in the “environmental quality of life” subscale before psycho-education ($T = 3.762; P = 0.000$).

Conclusions: Four-session individual psycho-education increases the rate of participation in social activities; however, individual psycho-education seems to be ineffective for improving other functioning and overall quality of life.

Key Words: Bipolar disorder, euthymic, functioning, quality of life, individual psycho-education, nursing.