

Healing Mental Health through Reading: Bibliotherapy

Ruh Sağlığını Okuma Yoluyla İyileştirme: Bibliyoterapi

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Abstract

Bibliotherapy is the method of healing through reading and it refers to the therapeutic process in which the client makes use of books and educative materials for improving his/her mental health. There are three types of bibliotherapy: the one which is used in clinical settings, developmental bibliotherapy and creative bibliotherapy. The main purpose of this review is to provide information on the types of bibliotherapy. Another purpose of this review is to reflect the effectiveness of bibliotherapy for mental health problems. Research indicates that bibliotherapy is effective when it comes to treating a variety of pathological symptoms which prevail in major depressive disorders, anxiety disorders, grief and trauma.

Keywords: Bibliotherapy, major depressive disorder, anxiety disorders, grief, trauma.

Öz

Bibliyoterapi okuma yoluyla iyileşme anlamına gelir ve danışanın ruh sağlığının iyileştirilmesi aşamasında kitaplardan ve eğitici metinlerden faydalanılan terapötik süreci kapsar. Bibliyoterapinin üç türü vardır: klinik ortamlarda uygulanan bibliyoterapi, gelişimsel bibliyoterapi ve yaratıcı bibliyoterapi. Bu derleme yazısının amacı bibliyoterapinin bu türlerine yönelik olarak bilgi vermektir. Bibliyoterapinin ruh sağlığı ile ilgili bozukluklarda kullanıldığında ne derece etkili olduğunu ortaya koymak da bu araştırmanın amaçları arasındadır. Araştırmalar bibliyoterapinin major depresyon, anksiyete bozuklukları, yas ve travma gibi birçok durumda etkili olduğunu ortaya koymaktadır.

Anahtar sözcükler: Bibliyoterapi, major depresif bozukluk, anksiyete bozuklukları, yas, travma.

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Submission date: 23.10.2018 | Accepted: 04.01.2019 | Online published: 30.08.2019

THE BOOKS have the power to take the individual from the moment and place to a completely different time and atmosphere. Whenever one feels alone, a book is a good friend. As one looks for someone to share the problems, a main character that has gone through similar ones provides priceless companionship. For someone who has lost all the hopes, a book may be the most secure haven. When taken from such a perspective, it is highly important to highlight the profound effect of reading on mental health, bearing in mind all of its functions such as improving knowledge and contributing to mental development. Bibliotherapy, also referred to as the method of healing mental health through reading, is the therapeutic method which includes the use of self-help books that are not fictional as well as the treatment of emotional and behavioral disorders through literature, poetry or films.

The discovery of the positive effect of books on our mental health is not recent. The roots of bibliotherapy date back to Ancient Greeks (Öner 2007) who designed libraries so that the citizens could spend good time together. Thereafter it was frequently used by western societies as well as eastern cultures. In 1800s, with the encouragement of Benjamin Rush, the method of reading was used for healing the individuals who were under treatment at health institutions in the USA (Gildea and Levin 2013). The first one to use the term bibliotherapy was Crothers in 1916 (McCulliss 2012) after when it was started to be considered as a therapeutic method. Since then the terms such as reading therapy, library therapy, literature therapy, etc. have been utilized but today bibliotherapy is a widely used term for the method which emerges as a technique often considered as a part of cognitive behavioral therapy.

As for creative bibliotherapy, the individual analyses his/her own feelings, thoughts and behaviors within the framework of a book, poem or film character's experiences (Glavin and Montgomery 2017), faces them and solves his/her mental problems. Creative bibliotherapy, representing the point where literature meets psychology, is the hand of the literature which reflects the values of a certain civilization, patting on the back of human beings who strive to recover. Bearing the limitless power of literature to heal the whole culture in mind, it is important to note that bibliotherapy can be an effective method for providing a cure for certain mental problems.

Another type of bibliotherapy includes the use of written materials or online texts which are informative as well as audio-visual materials for guiding a client throughout the treatment process (Marrs 1995). This type of bibliotherapy is used in clinical settings and consists of videos, records, films and computer programs. The studies related to that type analyze the effectiveness level of bibliotherapy performed by the client (Graham et al. 2015) and that of which is provided as an adjunct to a specific treatment method by a therapist (Dear et al. 2015).

Apart from creative bibliotherapy and the type which is used in clinical settings Halsted (1988) refers to another type- developmental bibliotherapy- which can be performed by educators, teachers, parents, library workers or psychological counselors. This study is mainly about the clinical type but also has some references to creative bibliotherapy consisting of literature elements. Within such a context the main purpose of this study is to provide information on the types of this therapeutic intervention and to analyze the rate of its effectiveness for a variety of disorders.

Types of Bibliotherapy

McCulliss (2012) stresses two different types of bibliotherapy. As for developmental bibliotherapy it is important to inform people in general, improve the general well-being of individuals and prevent their potential problems. Generally performed by teachers or school counselors, developmental bibliotherapy has the objective to build awareness and provide support. A psychological counselor working at elementary level can also benefit from that technique to develop interpersonal relations, create health awareness, helping to accept classroom rules and gain vocational understanding within the framework of developmental bibliotherapy (Öner and Yeşilyaprak 2006). One of the most critical purposes of developmental bibliotherapy applied in educational environments is to determine the problems of students and eliminate potential crises such as bullying. The classroom teachers and school counselors can also take advantage of bibliotherapy to contribute to the development of students at multiple dimensions. As Leana-Taşçılar (2017) points out, bibliotherapy can be used in a classroom for the purposes of preventive psychological counseling, problem solving and empathy.

Bibliotherapy can also be used with gifted and talented children as a means of helping them for self-development. It creates an atmosphere in which the cognitive and emotional needs of gifted and talented children can be met effectively. An example could be Ronald Dahl's *Matilda*, which can be utilized within the bibliotherapy technique in classrooms. Leana-Taşçılar (2012) presents a practical approach based on that book to be used with gifted children and this study fills a critical gap in Turkish literature among all the bibliotherapy studies. This study highlights the points to focus on before, during and after reading the book, emphasizes the possible content to be included in the stages of bibliotherapy and gives examples on questions which could be discussed within these. Such practices in class could yield productive outcomes for students to find their own solutions for their developmental problems and develop their coping skills by foreseeing the possible troubles.

Used to support the developmental aspect, bibliotherapy also appears as a technique to be effective in clinical environments. Clinical bibliotherapy is "prescribed" for people who have emotional or behavioral problems. This type is applied by mental health experts and is mainly about a reading process that helps to cure pathology (Jones 2006). Clinical type of bibliotherapy mainly denotes a cognitive process. The main objective is to develop the mental functioning of the client through a written text, with limited or no therapist involvement at all.

Apart from these two types put forward by McCulliss (2012) there is another type referred to as creative bibliotherapy. It helps to contribute to the understanding of an individual that he/she may have rather similar problems as the people living so far away. Sometimes even realizing that others go through similar though stages in life as you and that you are not alone is healing. Developing such awareness is only possible as one goes through consecutive phases of bibliotherapy. The first stage in Pardeck's (1995) model is identification at which a person needs to identify himself/herself with others who face similar difficulties. The individual realizes that there are clear similarities between the case of the main character or situation and his/her own, which leads to an identification with such. The next stage of bibliotherapy is catharsis and it refers to the determination of one's feelings and accepting them as they come. The ultimate end is to enable the client to reveal the inner world, disclose his/her emotions and consequ-

ently feel a relief. The final stage is insight and it requires the client to focus on his/her own life, problematic case and possible solutions. Here the therapist discusses with the client how a positive step forward can be made and the most critical objective is to help the individual to get to know himself/herself better. These stages were named differently by theorists in the following times. Even Wilson and Thornton (2007/2008) added one last stage called "projection" at which the client gets to envisage a different identity for the future. As the person can provide a more integrated explanation for himself/herself and for the problem at that stage, he/she reflects upon the underlying meaning of that for the future.

The main factors contributing to the success of creative bibliotherapy are authenticity (McCall 2010) and creativity. The person in question makes a journey into his/her inner world by reading in the healing process in which creativity dominates. This makes it possible to leave oneself to the current of relationship formed with the therapist as there is no room for pretending to be or act in a certain way so that the client can be authentic. The material to be chosen within bibliotherapy also has to be relevant to the needs of the client. The core element of this technique is the oral discussion of the material mutually by the client and the consultant. Its effectiveness, closely related to that feature of bibliotherapy, becomes prominent especially with clients who hesitate to reveal personal information. Along with these factors it is important to note that the therapist has to be proficient at utilizing this technique. As for the characteristics of clients, factors such as interest for reading, active participation in the reading process, cognitive development level and emotional maturity level stand out (Öner and Yeşil-yaprak 2006).

As the number of studies on creative bibliotherapy is less than that of studies including self-help materials (Montgomery and Maunders 2015) there is not solid evidence on the frequency of therapists' use of that technique. Pehrsson and McMillan (2010) conducted a study and searched how often psychotherapists used poems, literature and coloured books. They found out that 78% utilized self-help books, only 33% benefited from fiction and 39% from coloured books. Another critical finding is that the group for which the experts used creative bibliotherapy is children (2-7 years). As one checks up on the related studies, it can be inferred that the number of studies on the psychological outcomes of creative bibliotherapy for children is rather limited (Fanner and Urquart 2008). That situation is thought-provoking as the books find limited place within the therapeutic process at a life stage in which imagination is limitless.

The number of studies on the frequency of the use of bibliotherapy which is used in clinical settings is also limited. Adams and Pitre (2000) found out as a result of a study performed with mental health experts in Canada that 68% of psychotherapists made use of bibliotherapy and benefited from self-help books in the treatment process with their clients. This study also points to the fact that therapists with more than 10 years of experience prescribed bibliotherapy more than the other groups. When asked about the reason for using this technique the majority of therapists told that it encouraged them to take responsibility for themselves (88%) and it provided a support for the therapy process (76%). Based on these studies it is possible to conclude that bibliotherapy helps an individual to actively seek a solution for his/her problem and to struggle effectively through the path to obtain it.

Effectiveness of Bibliotherapy

As a therapeutic intervention bibliotherapy is not only supportive for the development of mental health but it is also preventive and healing when psychopathology matters. It can be utilized for emotional disorders, grief and trauma, addiction, behavioral problems, etc. and yield positive results both for children and adults (Marrs 1996, Yuan et al. 2018). Therefore, it is worth discussing the studies which support the idea that bibliotherapy is good for the treatment of a variety of disorders.

Major Depressive Disorder

Major depressive disorder, which comes with a combination of symptoms such as sadness, hopelessness, frustration and loss of pleasure, has a prevalence rate of 4% in Turkey (Erol et al. 1998). Today the biggest slice of treatment is allocated to pharmacotherapy, and psychotherapy may be neglected, which may lead to relapse.

Cognitive behavioral therapy is one of the methods that is widely adopted for treating depression, with positive outcomes (Butler et al. 2006, Tolin 2010). Within such a framework the main element of bibliotherapy is reading the materials to manage emotions more effectively and developing more efficacious coping strategies (Jacob and de Guzman 2015). Another important element of bibliotherapy is meditating upon the meaning of what such an exploration means and consequently generating one's own problem-solving mechanisms.

Studies dealing with bibliotherapy used for depression are not predominantly of creative type, rather the majority of them include self-help materials. One of the frequently used publications for depression is *Feeling Good*, a self-help book written by David Burns (1990). Generally the sections of that book which is supposed to be read by the client in certain weeks of the therapy are determined beforehand and the therapist discusses them with the client during the session. The first part of the book is mainly about finding about one's mood and discovering the connection between thoughts and emotions. The special role of thoughts in the depressive mood is highlighted and beneficial clues for changing them (especially automatic thoughts) are provided, which is rather useful in the treatment. The book also includes activities appealing to the behavioral pillar of therapy which can be exemplified as preparation of daily schedules, forms for coping with procrastination, pleasurable activities list, lists for increasing motivation. Working on these forms and doing the included activities help the client to enjoy life more than before and find a way out of depressive mood. There are a number of inventories provided in the book that make it possible for the client to consider oneself in an objective manner and get to know one better. The last part of the book offers methods for overcoming approval or love addiction, tendency for perfectionism as well as core beliefs such that one is worthless. A variety of possible solutions to overcome these problematic ways of thinking are offered so that the individuals can heal themselves.

The common practices of creative bibliotherapy are aimed at healing feelings of worthlessness, hopelessness and despair, which are dominant in depression (Haynes and Amer 1999). The sessions might also involve bibliotherapy activities which enable the client to read the selected material, to connect it with one's own life, to develop insight and a more positive perspective for daily encounters. The client and the thera-

pist bring their feelings and thoughts into the therapy room based on the reading material and affect their perspectives on life by sharing their own life journeys. In the meanwhile ruminative thinking and negative inner voice of the client are dealt with so that the client can get over them (Jacob and De Guzman, 2015). Besides, certain reading materials are discussed to increase the strength and resilience of the client in spite of all the negative occurrences and losses in life so as to reach happiness and peace.

Some studies (Jamison and Scogin 1995) show that bibliotherapy works quite well with patients suffering from depression. It is confirmed that bibliotherapy is especially effective with patients who have mild to moderate depression. The meta-analysis carried out by Anderson et al. (2005) which comprises 11 different randomized controlled studies using self-help written materials for depression proved that bibliotherapy is an effective technique for treating depression. The most obvious limitation of this meta-analysis is that the included studies focus on depression scores obtained during the treatment process. However there are studies (Gualano et al. 2017, Reavell et al. 2018) which are based on depression scores obtained after the treatment showing the benefits of bibliotherapy for depression.

Anxiety Disorders

Anxiety disorders such as agoraphobia, generalized anxiety disorder, panic disorder appear with complaints of disproportionate level of anxiety compared to the threat. A study (Bandelow and Michaelis 2015) revealed that the ratio of developing an anxiety disorder in a lifetime is 33.7%. Taking into consideration the fact that one third of the population develops one of the anxiety disorders the importance of the treatment process becomes more obvious.

The treatment of anxiety disorders may include pharmacotherapy as well as psychotherapy consisting of psychodynamic therapy, cognitive and behavioral therapies, etc. (Bandelow et al. 2015). Although the meta-analyses on the effectiveness of bibliotherapy –self-help materials- are rather limited, the current studies (Hirai and Clum 2006, Lewis et al. 2012) manifest that this technique is an effective one when anxiety disorders are concerned. Also the results of a meta-analysis (Marrs 1995) show that it is an effective method especially for people with an anxiety disorder which is not severe. The participants of a controlled study (Gould et al. 1993) with 31 patients who had agoraphobia at a moderate level were divided into three groups. The first group was the control group; the second group benefited from bibliotherapy and self-help books were utilized, and individual therapy was applied for the last group. It was concluded that the reduction of anxiety-related symptoms of the bibliotherapy group was much more compared to the control group and the recovery was similar to those placed in the individual therapy group. Based on studies with similar findings it is possible to confer that bibliotherapy could be useful for those suffering from anxiety disorders.

The studies on the effectiveness level of bibliotherapy for anxiety disorders are limited and the ones on creative type are rare. In the majority of studies bibliotherapy is applied as an adjunct to cognitive and behavioral therapies. In a study by Wotton et al. (2018) the cognitive intervention is accentuated for dealing with anxiety and the book titled *Face Your Fears* (Tolin 2012), with a focus on the exposure, is utilized for the behavioral part of the therapy. Within that framework bibliotherapy was held for 8

sessions to cure anxiety and the results of the study showed that bibliotherapy is an effective intervention both after treatment and in the 3 months follow-up period.

The follow-up studies also stress the efficacy of bibliotherapy for the long term. Some studies (Wright et al. 2000) which analyze the efficacy of bibliotherapy for preventing relapse in panic disorders indicate that the severity of symptoms is reduced also for the follow-up period for the patients receiving a bibliotherapy-based treatment compared to the control group.

Grief and Trauma

Grief refers to the natural process of facing the loss of someone close. It is not a pathological condition. It is natural to feel pain through the process of adapting to a life without someone you love and it is hard to face the consequences the loss brings about. If the individual can't adjust to the reality of death even after 6 months (Bildik 2013) this is called a prolonged grief or "complicated bereavement". Trauma denotes to an event or a chain of events which causes harm for the emotional or physical well-being of an individual (Kanewischer 2013). These can be accidents, sexual harassments, attacks, wars, natural disasters, etc. The individual in that case may develop symptoms such as high level of anxiety, sadness, anhedonia, etc.

Cognitive and behavioral therapies are commonly used for trauma and grief processes. Humphrey (2009) has listed the basics of cognitive therapies used in the psychotherapies for grief and concluded that bereavement is a normal and necessary reaction to loss. He also noted that the most challenging elements of this process are irrational beliefs ("I can't put up with such a pain.", "I am also to blame for this death."), negative evaluation of grief related reactions ("Now that I felt great sorrow after the death of..., I am a weak person.") brings about secondary symptoms. Depending on these assumptions it is highly necessary to provide support to a client throughout cognitive and behavioral therapies, which enables him/her to adapt to a new life, cope with dysfunctional thoughts and develop alternative ones instead of these.

A useful technique at this point is bibliotherapy, which helps to transform adaptive but unhealthy cognitions that the world is not a safe place and that everyone is evil. The principal preposition of the studies (Berns 2003-2004, De Vries et al. 2017) showing that clinical bibliotherapy yields positive outcomes for treating grief and trauma is that this method helps the client to make meaningful inferences from experiences and to rediscover the world around as well as himself/herself. This process is also beneficial for increasing the self-efficacy of the clients and promoting their development (Briggs and Pehrsson 2008). The main purpose of bibliotherapy is to enable the client to realize that he/she is powerful in life and feeling hopeless is a reality (Duncan 2010). Bibliotherapy makes it possible for the individual to recover from being a passive person affected by the things around and assists through the recovery process until he/she becomes an active builder of his/her own life. Bibliotherapy is also valuable as it offers the opportunity to find out about one's own feelings, to recognize that others have similar feelings and to improve one's own coping skills.

The studies on bibliotherapy applied in cases of grief and trauma related to children yield a number of critical issues. First of all, the problem of the child (type of trauma, grief, etc.) has to be determined in detail, and afterwards the cognitive and emotional level as well as the reading and writing skills should be evaluated. McCulliss and

Chamberlain (2013) stress that it is better to help children in a concrete way and give information about how to benefit from creative bibliotherapy. They emphasize the usefulness of techniques such as drawing, writing a letter or preparing a notebook about the person who died. Another study carried out with children (Stewart and Ames 2014) focused on bibliotherapy which was used for symptoms of trauma after Hurricane Katrina, as a result of which a secure environment was established for children to express their emotional needs. Besides, it was possible for these children to face their own situations and emotions and to overcome trauma thanks to the powerful characters in the books who were able to get over the problems successfully.

Alcoholism

Addiction refers to the inability to stop oneself from using drugs, alcohol or from smoking. Various methods of treatment are available for addiction and the effectiveness rate varies depending on the person concerned and the provider of the therapy. Apart from the widely acknowledged methods, bibliotherapy appears as an effective method- also a cost-effective one- for addiction (Connors et al. 2017). The advantage of bibliotherapy in treating alcoholism is that it helps the individuals to be freed from the pressure of the society, as this might be considered a socially unacceptable disorder, to get rid of the feeling of loneliness and to realize that it is possible to tackle with such a problem. The most apparent benefit comes from the convenience of bibliotherapy (Apodaca and Miller 2003) as anyone can easily access it, which is a critical feature when it comes to disorders which are deemed to be disapproved by the society. Moreover, bibliotherapy is advantageous in that people can stay within the treatment process and actively participate in the sessions (Apodaca et al. 2007). With bibliotherapy more creative and healthier solutions can be offered for alcohol-related problems.

Although bibliotherapy is one of the techniques utilized for addictions, there are some questions whether it is really efficacious or not. Some studies (Marrs 1995) suggest that bibliotherapy is an effective method for disorders such as depression, anxiety, etc. whereas it may not be significantly effective for problems such as weight-losing, addiction, etc. in which impulse control is of central importance. The severity of addiction also plays an important role in the treatment process. There isn't enough evidence showing the efficacy of bibliotherapy in cases of severe addiction. More meta-analyses are needed so as to reach a conclusion about the efficacy level of bibliotherapy in cases of alcohol addiction.

Bullying

Bullying is the type of aggression in which there is an intentional, continuous and repetitive use of force and an imbalance of power (Solberg and Olweus 2003). Bullying is a problem which students at any age might encounter. Bearing in mind that the related outcomes could vary on a wide scale from social isolation to suicide, the potential practices for prevention are of great significance. At this point bibliotherapy is a valuable resource as a commonly applied technique.

As stated by Gregory and Vessey (2004) bibliotherapy is useful in that it informs the client about bullying, lead to an improvement in children's empathy skills, embelishes them with appropriate strategies for struggling with bullying and helps to prevent related acts. There are critical points to be taken into consideration while making use of

creative bibliotherapy for bullying. Flanagan et al. (2013) stress that the chosen materials should include effective coping skills for bullying and they offer solutions which the victims can benefit from. It is also possible to use bibliotherapy to help the bully in such a way that, with the selection and use of the right books, the tyrant can develop the necessary skills to evaluate his/her own behaviors in a realistic way. However, if the material is chosen inappropriately, the bullies may resort to incorrect solutions such as taking revenge, causing irreversible harm, etc. or they can even go on with bullying as before. Therefore, the role of the counselor to choose and utilize the books in the intervention process is critical.

Another important issue is about the appropriateness of the material for the specific case (Campbell and Smith 2003). Besides, while using terms like “victim” or “bullying” it is necessary to consider the sensitivity of the client. For some individuals it is hard to accept that he/she is exposed to bullying or to be called as the “victim”. Individuals who manifest anxiety at a high level or those who feel ashamed are offered the chance to be listened to in a secure bibliotherapy session in which the client is accepted with unconditional positive regard. Furthermore, group bibliotherapy makes the participants observe that they are not alone and promotes more creative solutions to combat such a situation. Bibliotherapy can not only be used with children, but also with parents. It is a fruitful method in that it provides the parents a guide to follow with a child who is a victim or a bully. As a consequence, it is considered a useful technique that it contributes to the well-being of both children and adults.

The Child and Family

When all the family members are included within the bibliotherapy intervention, it has a positive effect on the family interaction. In that context bibliotherapy sessions with both parents and children will contribute to the well-being of the family. In her study Pierce (2015) offers a structure for family counselors and therapists about how to use bibliotherapy with adolescents and their families with the purpose of increasing family interaction, understanding and empathy among family members. The advantages of bibliotherapy are accentuated in that study as well as others (Marie-Dadds and Sanders 2006), especially in terms of its benefits for parents as it gives them an idea about alternative solutions to problems with their children and it contributes to the competence of parents, meaning that they make use of dysfunctional disciplinary measures less.

Bibliotherapy offers benefits when used with children too (Heath et al. 2005). Especially for internalization (anxiety, depression, etc.) and externalization behaviors (aggression, attention deficit, hyperactivity, oppositional defiant behaviors, etc.) books can help children make sense of the world around them, which can bring about a reduction in their maladaptive behaviors. Through reading the cognitive processes of children like accommodation and their emotional processes develop synchronously. As a consequence it becomes possible for the children to face, acknowledge and struggle against their dysfunctional behaviors and thoughts. In other words healing by reading has a positive reflection on the child's cognitive, emotional and behavioral processes. Moreover, bibliotherapy helps preschool children to tackle their own problems, reduce negative feelings such as anxiety, loneliness and stress, and feel relief (Akgün and Karaman Belli 2019).

The studies (Hahlweg et al. 2008, Montgomery and Maunders 2015) with similar findings point to the fact that bibliotherapy is effective for varying degrees (low to medium level) especially for preventing and treating internalization and externalization problems of children as well as for increasing their prosocial behaviors. Bibliotherapy also occurs as an effective technique for compelling issues such as divorce (Brennan 1989), adoption (Nelson 1991), etc. Together with the contributions bibliotherapy makes in terms of children's mental health it is advantageous for both developing reading and comprehension skills.

Limitations of Bibliotherapy

Like any method, bibliotherapy, along with its advantages, has its limitations. One question about it is related to its applicability for everyone. The client's background, needs, reading-writing skills, intelligence, readiness, motivation, etc. are the variables which are determinants of successful application of that method. That is to say, the extent to which one can benefit from bibliotherapy varies from one individual to another. The material to be chosen and the activities performed within a bibliotherapy session have great importance; if they do not fit the characteristics of the client, this might have negative outcomes such as leaving the therapy, etc. In an article by Rosen (1987) it is stressed that if the book utilized does not match with the emotional state or readiness of the individual this might even cause an accusation of oneself, leading to a deterioration of the condition. As a result one should always keep in mind that choosing the right material for bibliotherapy has a central importance and the competence of the therapist is critical in that he/she has to consider multiple factors.

Conclusion

In the light of the studies on bibliotherapy, the advantages of healing with books, educative and informative materials bring along seem endless. Despite offering valuable attainments both in terms of time and effort, it is not a widely studied concept in our country. However it is obvious that it provides effective results for a number of disorders- at low or medium level- such as depression, anxiety, bullying, grief, behavioral disorders and so on. Books also present a fruitful environment for struggling against anxiety or sadness which one cannot face or handle in real life. As for creative bibliotherapy, the client, upon discovering the link between the problem and life of the character in the book and his own, gets rid of the feeling of loneliness; it may be the first time one looks at the problem and himself/herself from the outside. As soon as the client gains an insight, he/she begins to look at the problem which used to be much more significant before from different perspectives and starts to come up with alternative solutions. That is only possible by entering the transcendental world of words. Life which feels so empty sometimes, daily life events which cause a great deal of anxiety, periods of grief which feels impossible to get through softens with the words uttered by the main character in a book; different points of view open the door to new meanings in life.

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Authors Contributions: All authors attest that each author has made an important scientific contribution to the study and has assisted with the drafting or revising of the manuscript.

Peer-review: Externally peer-reviewed.

Conflict of Interest: No conflict of interest was declared by the authors.

Financial Disclosure: The authors declared that this study has received no financial support.
