PRESENTATIONS

1st day **Friday, 4 October**

Session 1 - Room Hamvas & Átrium

9.00-9.15 Opening - Welcome & Overview **- Dr. Judit Béres**, President of the Hungarian Association for Biblio/Poetry Therapy (Hungary, University of Pécs)

9:15-10:00 Keynote Speaker **- Juhani Ihanus** (Finland, University of Helsinki and Aalto University): From trauma to *thauma*: Biblio/poetry therapy as a source of wonder, empathy, and resilience

Philosophy and poetry both encapsulate what the ancient Greeks referred to as *thauma* – a sense of wonder, marvel, and awe. In biblio/poetry therapy, participants delve into and contemplate this sense of wonder with the aid of language arts. Central to the process is engaging and surprising oneself, marveling at the unfamiliar, and often transcending lingering traumatic effects by adopting a growth-oriented perspective that may lead to a heightened state of consciousness filled with perplexity and amazement. However, biblio/poetry therapy does not promise any miraculous cures, but it does enrich the personal and social realms through touching expressions, narrative exploration, and shared discussions.

The impact of literature on the human mind and mentalization is manifold, affecting various layers including neurobiology, bodily functions, emotions, cognition, and socio-cultural issues. Every word has the potential to inspire further writing, reading, speaking, and expression, connecting and resonating with meaningful moments, memories, and the future. Even conflicting narrative voices offer opportunities for shared interpretation and negotiation of our inner and outer worlds.

Stories, akin to reveries, dreams, and poetic musings, create a playful mental space, an experimental and experiential ground where we explore our copings, resources, challenges, losses, hopes, fears, and aspirations. By acknowledging the positive power of our words and reevaluating unproductive strategies with resilience, we can infuse our daily lives with poetic appreciation.

This is not a call to romanticize the past but rather an invitation to creative dialogues that open up cultural participation and combine expressive arts with health and well-being. Through reflective, transformative, and developmental biblio/poetry therapy, individuals and groups are granted the freedom to articulate the unspeakable, confront silenced traumas, and embrace the wonders embedded in imaginative exchanges and empathetic interactions.

10:05-10:35 **William Sieghart** (United Kingdom, independent practitioner): Poetry Pharmacy

I am the author of a trilogy called *The Poetry Pharmacy*. They are the best-selling poetry anthologies in the UK over the last 25 years. I've listened to over a thousand people's problems one on one across the UK and then found them an appropriate poem from the canon of poetry to give them a sense of complicity with how they feel. I also started National Poetry Day 30 years ago in the UK and the Forward Prizes for Poetry, the nation's largest prizes. You can see me talk about it on YouTube and on the internet.

10:35-11:05 **Dr Mariana Casale** (United Kingdom, independent practitioner/The University of Manchester): "Re-authoring Narratives of Hope"

Narrative Practice is a form of psychotherapy and community work initially developed by Michael White (Australia) and David Epston (NZ) in the 1980s. In this immersive workshop, participants will experience a Bibliotherapy group session in which some of the concepts, approaches and skills of Narrative Practice are put in practice. Based on the view that reading is a dialogical act of co-authoring, the aim is to experience the holding of safe

space in which a literary text can enable us to start potentially difficult conversations, engage in meaning-making conversation and, by reflecting on each person's reactions, identify and deconstruct received and dominant discourses that may be causing us suffering. And, eventually, to hold re-authoring conversations by supporting the identifying or creation of preferred narratives, inspired and driven by what people give value to, potentiating wisdoms that underpin them, and enabling the devolution of agency and empowerment to the person. Thus, the power of each voice and its reverberations in the collective become forces for both individual and societal change. The workshop will include an instance of shared reading of a very short literary text.

11:05-11:35 **Eevastiina Kinnunen** (Finland, University of Turku): Narrative agency and narrative well-being in bibliotherapy research

Over the last few years, the research focusing on biblio/poetry therapy has increased significantly, and many new research projects have been launched. In my presentation, I will give a short overview of current bibliotherapy research projects in Finland. As a detailed example, I will introduce our research on narrative agency oriented reading groups. In the research project "Instrumental Narratives: The Limits of Storytelling and New Story-Critical Narrative Theory" (2018–2023), we have developed together with Hanna Meretoja and Päivi Kosonen a new creative reading method: narrative agency reading group model. The group model aims to enhance participants' narrative agency, which refers to the ability to navigate narrative environments, to use and interpret narratives that are culturally available to us, and to make choices over how to narrate one's life (Meretoja, Kinnunen & Kosonen, 2022). My presentation illustrates, through the analysis of some participants' experiences, how narrative agency can be shaped and amplified in the group process. In addition, our study demonstrates how strengthening narrative agency and providing participants with new narrative resources to deal with their experiences contribute to their well-being. As narratives and well-being are significantly entangled with one another, I will also explore the concept of

narrative well-being and its relevance to reading groups and bibliotherapeutic practices.

13:00-13:30 **Davor Piskač** (Croatia, University of Zagreb): Conceptual Metaphors and Symbolic Modeling in Modern Bibliotherapy

This presentation introduces a potentially innovative interdisciplinary model that is the analysis of emotional conceptual metaphors with the symbolic modeling of literary characters for use in bibliotherapy. The model posits that literature can enable emotional introspection and comprehension among readers through the strategic use of these specific metaphors and the emotional metaphorical horizons of characters. This approach, consequently, deepens readers' personal emotional understanding and their experience with specific literary works, drawing on theoretical frameworks from linguistics, literary studies, psychology, and group therapy practices. Moreover, the model emphasizes the importance of creating a secure and emotionally protective environment in group reading and bibliotherapy settings. It aims to minimize the risk of unintended emotional exposure among participants, thereby fostering authenticity and cooperative emotional discussion. This contributes to a setting that promotes deeper personal reflection and discourse, enhancing the therapeutic efficacy of bibliotherapy sessions or/and workshops. In conclusion, the ramifications of this model go beyond traditional literature teaching methods, potentially impacting the bibliotherapeutic value of literature and its role in promoting emotional intelligence, empathy, and psychological well-being. It potentially presents a broad spectrum of applications across educational, personal development, and therapeutic domains.

13:35-14:05 **Tamara Trebes** (Austria, Sigmund Freud University): The Triad of Triangulation Mechanisms in Poetry Therapy

Psychotherapists are confronted with the fact that patients often lack words for their inner world and their experiences. Yet, studies suggest that the healing process requests verbal expression. It is the task of the therapist to guide and

accompany their patients to find a way to express what is inside them or what has happened to them, which sometimes is indeed almost unspeakable terror and dread. But “the grief that does not speak whispers the o’erfraught heart and bids it break.” Shakespeare already knew to poetically capture how remaining silent about pain not only leads to isolation, but ultimately to psychological death. In this regard, Expressive Poetry Therapy offers unique opportunities for the endeavor of coming to language and thus can play an important role in the process of transitioning to verbal expression, entailing a triad of specific, unifying features that facilitate the progression from speechlessness to speech. The triangulation mechanisms include 1) contentual triangulation, in which lyrical language and symbols serve as a transition between the non-verbal and verbal expression in social communication 2) spatial triangulation, which addresses the constitution of a transitional space and 3) temporal triangulation, which addresses a retrospective reappraisal level, the current level of the here and now, as well as a prospective level. The respective mechanisms will be illustrated by presenting practical examples of poetry therapy.

14:05-14:35 **dr. Igor Žunkovič** (Slovenia, University of Ljubljana): Why Does Literary Bibliotherapy Work: Neurocognitive Basis for Therapeutic Effect of Reading Fiction

In my contribution, I analyze the neurocognitive foundations of reading, specifically focusing on reading literary fiction. I am interested in identifying the cognitive mechanisms that enable the therapeutic effects of literary reading. My analysis draws from contemporary literary studies (Martha Nussbaum, Suzanne Keen, Lisa Zunshine, etc.), cognitive literary studies (Arthur Jacobs, Frank Hakemulder, Maria Chiara Pino, Ulrike Altmann, etc.), and neuroscience (Giacomo Rizzolatti, Angela Friederici, Stanislas Dehaene, etc.). Additionally, I rely on some older philosophical concepts regarding the significance of narrative for the construction of self (Paul Ricoeur) and the distinction between ipseity and identity (Borut Škodlar). It turns out that one of the key features of cognitive diversity in reading, characterized by the asynchrony of cognitive functions involved in reading, is cognitive diversity.

Another important aspect of reading literary fiction at the neurocognitive level is its mimetic nature, which I connect with the neurobiological foundations of empathic experience. The third important aspect of human cognition during literary reading, which enables its therapeutic effects, is connected to textual narrativity, particularly in relation to the fictionality of literary narratives. I find that in establishing the rules and standards for bibliotherapeutic practice, its promotion and evaluation, one benefits from knowing what happens, when we read (literary fiction).

14:35-15:05 **Torsten Pettersson** (Sweden, Uppsala University): The Moon Is a Silver Coin: Let Poetry Stimulate the Transrational Potential in Children and Adults!

As one of its main functions, biblio/poetry therapy invites participants to access parts of their minds that are downplayed or subbed but may harbour great potential for resilience and personal growth. Along with individual experiences, this includes general modes of perception which, in a dominantly empirical-rational Western culture, tend to be dismissed as "magical", "animistic", "superstitious", or "silly". Terming such modes "transrational", this paper highlights the need to support their natural occurrence in children and to salvage them from neglect and suppression in adults. Children suffer from being constantly reproved for their deficiencies in the adult world, including their supposedly wrong-headed transrational mode of perception. Instead of allowing it only in the preserve of children's literature, it should be displayed to them in prestigious adult poetry: "the moon is a silver coin on a black velvet cloth". This can produce in children a fellow-feeling with adult role models which boosts their self-esteem, shattered by the adult world's barrage of fault-finding. Since their early school years, adults have learnt to suppress and disparage the transrational – including their own nocturnal dreams – in favour of empirical rationality. This may cause mental malaise or at least stunt personal growth. However, such conditions can be counteracted by systematic exposure to playfully metaphorical and associative poetry, such as the Swedish Nobel-prize winner Tomas Tranströmer's treatment of the sounds of a storm: "A tone of bagpipes es! / A tone of bagpipes moving ahead.

/ A procession. A forest on the march!" What a mental liberation to picture the storm as a band of bagpipes, then see the band marching, and then imagine it as a booming forest on the move! Having established these basic values and aspirations, the paper goes on to suggest useful modes of reading and discussion. It also stresses the need for exercises which help participants to develop their own potential for transrational perception, e.g., through the composition of metaphors and chains of associations.

15:45-16:15 **Thor Magnus Tangerås** (Norway, Kristiania University College): Creative writing approaches for alleviating climate anxiety and increasing connectedness to nature

How can poetry help to alleviate climate anxiety and increase our sense of connectedness to nature? In Being Ecological Timothy Morton (2018) acknowledges the importance of finding new ways of increasing ecological awareness that may overcome carelessness on the one hand, and guilt and helplessness on the other. He advocates an experiential approach that opens up for aesthetic modes of creating and sustaining attention to the environment. Many environmental psychologists assert that a person's relationship with nature is a key antecedent of ecological values. Connectedness to Nature is a construct that "measures individuals' experiential sense of oneness with the natural world." (Mayer et al., 2004). But the scale fails to address the shadow side of connectedness to nature: concomitant negative feelings as nature and biodiversity is lost. In this paper I wish to discuss strategies I have explored in my own ecopoetry (2024): various forms of protest poetry, ranging from what I call lyrical vandalism – in which I have translated famous romantic nature poems and subsequently "damaged" them by overwriting them with alien words – to meditative poems that explore classical forms of repetition. In the second part of the paper I will address how these strategies can form the basis for a progressive series of creative writing exercises in which creative writing students may channel their feelings of eco-anxiety and -anger into poetry, by moving from "crude" lyrical vandalism to more complex forms that may transmute feelings of despair and sorrow.

16:20-16:50 **Merja Kauppinen** (Finland, University of Jyväskylä): Environmental storytelling - using poetry therapy methods in educational context

The teachers can find it challenging to deal with the so-called wicked problems with their students. As a result, they can simply pass the themes or consider them too complex for younger students. The basis of these kinds of attitudes can be uncertainty about one's own emotions in the instruction of messy themes. In order to get experience on instruction of sensitive, charged topics, there has been arranged an interdisciplinary course, Environmental Storytelling, addressing climate education through experiential methods as a part of the in-service teacher education. The course consisted of hands-on experience in arts-based learning methods including teaching practice. The purpose of this study was to investigate poetry therapy as a method of empathetic processing of climate education. A deep dialogical process of the interactive poetry therapy model (Hynes & Hynes-Berry, 2012) generates emotional experiences by which participants can gain peace of mind and provide recognition and understanding of one’s feelings. 37 teacher students in two groups performed a 4-part course (orientation, deepening, school pilot and reflective phases). The research question was, what kind of meanings did the teacher students give to the practices of poetry therapy methods. The learning diaries (N=37) were used as data. The preliminary results show that in the parts of the course the poetry therapy methods were appreciated in many ways: they got the students to notice the consequences of the climate change and gave motivation to treat the topic pedagogically as well as gave learning tools for artistic handling of the theme.

16:50-17:20 **Emica Calogjera Rogić** (Croatia, independent practitioner): Biblio/Poetry Therapy: Mitigating Stress and Enhancing Creativity among Teachers in Croatia

Worldwide, stress and burnout persist as significant challenges for teachers, contributing to feelings of anxiety and depression. Burnout can have detrimental effects on teachers’ health and is a known risk factor for

diminished physical and mental well-being. Understanding the prevalence and factors associated with stress, burnout, anxiety, and depression among educators is crucial for addressing this pressing public health issue. Kyriacou (2001) identifies seven common sources of stress encountered by teachers: students with negative attitudes towards school and lacking motivation disruptive behavior and general classroom management issues rapid changes in curriculum and organizational structures unfavorable working conditions, including issues related to promotions time constraints conflicts with colleagues and parents and a sense of undervaluation within society. Taking into consideration these prevalent stressors, I have developed as a part of my CAPF training a series of bibliotherapy and poetry therapy interactive workshops specifically for Croatian language teachers in primary schools. These workshops focus on mindfulness, navigating transitions, fostering creativity, promoting a sense of belonging, and enhancing empathy, following the Hynes and Hynes-Berry four steps bibliotherapy process: *recognition* (something in material engages the participant, catharsis) *examination* (intensification of first step, questioning: who, what, when, why, how, how much, wherefore) *juxtaposition* (putting side by side two impressions or objects to compare and contrast and come up with possible new insight) *self-application* (genuinely experienced previous steps evaluation - new level of recognition and integration).

1st day **Friday, 4 October**

Session 2 - Room Juhar

10:05-10:35 **Karoliina Maanmieli** and **Katri Kluukeri** (Finland, University of Jyväskylä and Jyväskylä Summer University): Poetry therapy education in Finland

In Finland, poetry therapy education is organized under the guidance of the Finnish Association for Biblio/Poetry Therapy in various Open universities, and in the University of Helsinki Centre for Continuing Education HY+. In this presentation, we describe how education has changed over years, and how

online courses were developed and became popular during and after the pandemic. We aim to explore what kind of things have to be considered to make online implementations work in poetry therapy training, and what added value these implementations can bring to the field. Also, we give a brief look at the courses of therapeutic reading and writing at the University of Jyväskylä. In 2019, the association implemented a new 3-step poetry therapy training program. The first course is called Basics of poetry therapy (15 ECTS points. After that, students can apply for a Poetry therapy instructor (35 ECTS points) course. It is a basic education for those who want to use poetry therapy methods in their own work and/or train other people to use the methods. The third step course Poetry therapist (40 ECTS points) was organized for the first time in 2023–2024. The course deepens the understanding of the poetry therapy process and includes the student's own therapy. In 2020 when we faced a global pandemic, the authors of this presentation had just started two Basics of poetry therapy courses in the Summer Universities of Mikkeli and Jyväskylä. To continue the courses, we had to adapt to the situation quickly by developing online implementation of the course in less than two weeks. After that, almost all (12 out of 13) of our 1st step courses have been organized online, and there have been single online sections in Poetry therapy instructor courses as well.

10:35-11:05 **Marco Dalla Valle** (Italy, University of Verona, BiPo - Associazione Italiana Biblio/poesiaterapia): Biblio/Poetry Therapy in Dante's language

In Italy, Biblio/Poetry Therapy developed between the 1990s and the 2000s. While in the beginning it was a tool mainly used by psychologists, today, thanks to the work developed by the University of Verona, Developmental Bibliotherapy is also spreading in different areas: schools (both with students and parents), libraries, social and cultural associations, prisons. The most commonly used model is that of client-centred bibliotherapy adapted to the characteristics of the Italian population. With the establishment of the BIPO - Italian Association of Bibliotherapy and Poetry Therapy, the main currents of thought were brought together, giving rise to a series of training initiatives and

the opening of the first register for Bibliotherapy/Poetry Therapy facilitators in Italy. This talk will describe the main ways of using Biblio/Poetry Therapy, how the register of facilitators was set up and will illustrate the basic and specialist training model of the University of Verona.

11:05-11:35 **Güssün Güneş** and **Mehlika Karagözoğlu Asliyüksek** (Turkey, Marmara University): Reviewing Academic Studies on Bibliotherapy in Turkey

Bibliotherapy, which is a non-pharmaceutical intervention, is one of the important issues that have come to the agenda of field workers, especially after the pandemic process. With the increasing need of society for healing, there is an increase in scientific research in this field. Especially with the increase in applications in libraries in terms of information and record management, it is necessary to know the previous studies on bibliotherapy. Within the scope of this study, scientific studies in the field of bibliotherapy in Turkey have been compiled and classified through literature review and analyzed within the framework of determined parameters. There are many scientific studies in Turkey that help us to see the diversity and general trends of research in the field of bibliotherapy and to understand the impact of this technique on the well-being, psychological and mental health of individuals. The reviewed studies show the positive impact of bibliotherapy on individuals' mental health. It is seen that most of these studies are produced in the fields of education, psychology, religion and literature. In particular, scientific studies have been conducted on the effect and usability of bibliotherapy technique in areas such as Turkish lessons, educational programs and professional development of teachers, and the applications of bibliotherapy in different fields such as religious education, professional stress management and family counseling have been discussed. Some studies have examined how bibliotherapy works with different age groups, psychological states and cultural contexts. Especially within the scope of art therapy, scientific studies have been conducted linking art disciplines such as theater and cinema. Studies on the effects of bibliotherapy on children, adolescents, adults and individuals with special needs have examined how children's

literature and fairy tales can be used in applications the effects of this technique on emotional well-being and psychological health, its role in psychological counseling and guidance, its effect on gifted children and individuals with psychological disorders. This study provides an in-depth meta-analysis of bibliotherapy practices and scientific research in this field.

13:00-13:30 **Céline Mas** (France, 'Love for livres' Agency, Sciences Po & Celsa-Sorbonne): Challenges and lessons learned from bibliotherapy programs in 7 European countries

The practice of bibliotherapy at European level is a source of learning: the challenge is to propose a European approach to the discipline, while embracing the cultural differences of the countries and their relationship to literature and reading. It also means anchoring the theme of the workshops in issues that resonate with participants and constitute a form of thematic "common ground": for example, climate change, geopolitics, social, political, and economic challenges and the way they impact on individual destinies. From 2020 to 2023, Love for Livres, a literary innovation agency, ran two pan-European bibliotherapy programs, *Bookpower* and *Libraries of Emotions*, in 7 countries: France, Belgium, Spain, Italy, Poland, Slovenia and Lithuania under the aegis of the European Commission (Erasmus + and Europe Creative). One of the programs will be extended to Ukraine and Tunisia starting in 2025. The aim of the Libraries of Emotions project was to create a pioneering network of public libraries and train them in bibliotherapy to organize workshops for young audiences, particularly during the COVID crisis. The Bookpower program aimed to empower vulnerable young people and women through bibliotherapy and an e-learning platform with the support of grassroots cultural associations. Each program resulted in an empirical study conducted by two researchers in cognitive science, Guila Klara Kessous and Samah Karaki. Céline will present the findings stemming from this evidence-based research. She will also highlight the challenges and key success factors for deploying bibliotherapy in various countries for a wide range of audiences, including the most vulnerable.

13:35-14:05 **Petra Partanen** (Finland, University of Jyväskylä): From the Women's House of Language to the Mothers' House of Language

Even though Finland is considered the best place in the world to have children, a significant portion of Finnish mothers experience depression and loneliness during the baby's first year (THL, FinChildren survey 2020), and Finnish parents are among the most exhausted in the world (Roskam et al. 2021 Aunola et al. 2020). It's been suggested that the reason in a large part lies in cultural expectations. Especially the expectations placed on mothers today are unprecedentedly high (O'Reilly 2020, 25). The existentialist and phenomenologist Martin Heidegger has referred to language as the house of being, in which human beings dwell (Heidegger 2000, 51). Psychoanalytic feminist theory has picked up on this idea and refined it: language is a house, but it is not inhabited by human beings rather, it is inhabited by men. Men inhabit the house as they inhabit women, the fantasy of the mother, and women as building material cannot themselves enter the house and the symbolic system. Therefore, women need their own symbolic expression in language and a place in cultural discourse — their own house of language. (Whitford 1991, 48–49 Irigaray 1985.) Later feminist research has questioned theories tied to sex as essentialist (Butler 1990, 324–325), and in my research, too, emphasis is placed not on sex or even gender but on the gendered role of motherhood. Motherhood is one of the most discursively regulated roles of western societies. In discourses of motherhood, definitions are established for what motherhood should be (Hays 1996, 21), often overlooking what it actually is (Rich 1995, 16). What mothers can be seen struggling with, is not so much the right to speak, but rather the power of hegemonic discourses over their self-understanding. With biblio/poetry therapeutic methods, it is possible to explore various hegemonic narratives as well as small and individual ones, and the dialogue between them (Ihanus 2022, 47–48). The ability to use, interpret, and challenge cultural stories and make interpretive and narrative choices regarding one's own life and the surrounding world is called narrative agency (Meretoja 2019, 62.) In my study, I will be looking at whether and how the biblio/poetry therapeutic group process strengthens the mothers' narrative agency and what consequences this work has for the mothers'

overall well-being. My research material consists of texts and group discussion transcripts produced in the bibliotherapy group for mothers held in the spring 2024, facilitated by me. The course group of approximately eight mothers meets once a week for three months at the local Family Center in southern Finland. In the sessions we get into a dialogue not only with ourselves and each other but also with the hegemonic discourses of motherhood. I analyze the data using methods of feminist poststructuralist discourse analysis (FPDA) and critical narrative analysis. The work we do will hopefully begin to answer the following research questions: How does the biblio/poetry therapeutic process affect the narrative agency of participants in peer groups of mothers? What kind of house of language is in the biblio/poetry therapeutic interaction among mothers? How does the construction of their own house of language affect participants' self-understanding, well-being, experience of motherhood, and societal agency? The societal aim of my research is to find art therapy based approaches that can be integrated into family services, supporting the social and cultural well-being of mothers and families. In my presentation, I will introduce the first findings of my research and welcome discussion on how to expand these methods to be used with different groups in narratively challenging circumstances.

14:05-14:35 **Somayeh McKian** (Czech Republic, independent practitioner): Life as a fat female body: Feminist narrative Inquiry with Iranian Women

Fat bodies are perceived as non-normative. In many cultures, this negative valuation discourages the public display of fatness, urging fat female bodies to hide and be invisible. Against this backdrop, my qualitative study examines the effects and experiences of becoming, living, and identifying as "fat bodies" through feminist narrative inquiry with Iranian women. The research explores five cases based on in-depth individual interviews, autoethnography, and sessions from narrative group therapy. Two cases are based on a re-analysis of data generated with women identified as fat in group narrative therapy sessions conducted in Tehran in 2008 and one online and one face-to-face interviews with Iranian women who identified as fat in 2022. The

fifth case is my autoethnographic writing. The analysis focuses on female lineages of fat bodies and attributions of responsibility, pregnancy, the role of family members, relatives, and friends, dieting and surgery, fat resistance, and aesthetics of fat. It shows how women, across different times, ages, education, and marital status, relate to their bodies in surprisingly similar ways: the women understand that they should adjust their behavior and control their weight to transform into a thinner, normative form. Fat is perceived as dangerous. But the findings also suggest that fat can be experienced as lively, pleasurable, and empowering when the sweating body is felt to be alive and energetic. To build on and amplify these critical encounters, I experimented with two participants in turning a vital part of the interview into a short creative writing piece that complements the narrative analysis.

14:35-15:05 **Ildikó Sóron** (Hungary, Metropolitan Ervin Szabó Library, Hungarian Association for Biblio/Poetry Therapy): Casework of women in a bibliotherapeutic course

The lecture discusses the personal lives of five women of different ages, focusing on their activity in an ongoing bibliotherapeutic programme, started in 2010. This is a community-based programme aiming to develop personal well-being and development with a focus on improving self-esteem, confidence, the sense of problem solving, creativity, patience and empathy. In the described period all women experienced significant life changes and losses, finding effective support in the group discussions, the books read and the conversations during meetings. Their portraits are revealed through personal interviews and notes about their activity at bibliotherapeutic sessions. The interviews were conducted between 2022-2024, utilizing both online platforms and face-to-face interactions. The meeting notes have been recorded by the bibliotherapist since 2010. The portrayed women have been taking part in both open and closed meetings, and three of them have also joined the online bibliotherapy since 2020. The lecture will explore literature that the women found particularly impactful for their personal development - both from their lives individually and within the bibliotherapeutic programme. Some of their poetry (active therapeutic work) will also be presented. These

women have consistently participated in bibliotherapy since 2010 despite significant life changes, some of them had serious physical changes in movement, others had been affected personally: adopted a child, struggled cancer, nursed an old mother or experienced their children having grown up and leaving. The lecture highlights the transformative power of bibliotherapy, emphasizing its role in fostering community, discovering purpose, enhancing personal capabilities, nurturing sensitivity, and, most importantly, building resilience.

15:45-16:15 **Dr Anne-Marie Smith** and **Debbie Burns** (United Kingdom, Liverpool John Moores University): Reading and Writing the self: bringing poetry/bibliotherapy into university spaces

In our presentation we will share our collaborative experience of introducing and delivering a 'staff and student wellbeing' programme of activities based on bibliotherapy and poetry therapy practice (the latter under the umbrella of 'writing for wellbeing') at our university. We'll talk about the challenges of inviting people to talk and/or write about the self in the context of an output-driven environment such as the University. We are interested in the non-clinical practice of bibliotherapy/writing for wellbeing, where the focus is on personal development, we also share our personal experiences of the therapeutic value of 'writing the self', and how these inform our practice. Our session will include a short writing activity which participants will be invited to take part in.

16:20-16:50 **Dr Wanda Matras-Mastalerz** (Poland, Institute of Information Sciences in Cracow): Poetry as a tool to support the psychosocial functioning of seniors in crisis situations

The aim of the presentation will be to present the results of research conducted during cyclical classes in the field of poetry therapy with students of the Universities of the Third Age in Krakow and patients of two Krakow hospitals with the use of the poetry of Wisława Szymborska and Wojciech Bonowicz (Diary of Consolation).

It has been shown that reading poetry in adulthood effectively supports cognitive functions, increases cognitive abilities, strengthens mentalizing skills, stimulates the consolidation of memory traces, improves attention functions, reduces anxiety, strengthens resilience, alleviates ailments related to the aging process, affects the quality of life of seniors and adaptation to old age.

2nd day **Saturday, 5 October**

Session 1 - Room Hamvas & Átrium

8:40-9:25 Keynote Speaker **- Dr Victoria Field** (United Kingdom, The Poetry Practice Ltd, Lapidus International, IFBPT): This Being Human - How poetry therapy builds connection and community

A perennial favourite poem for use in biblio-poetry therapy is '*The Guest House*' by Rumi, translated by Coleman Barks. I will use this poem as a frame through which to look at some key aspects of biblio-poetry therapy, giving examples of my work in different community settings. Translation, not just of words but also of experience, eras and cultures is at the heart of interactive biblio-poetry therapy. Participants talk of 'finding themselves' in a poem, as we might in a guest house, and this is a powerful metaphor for healing. The impact and meanings of words and poems change over time and the iterative nature of biblio-poetry therapy, is an important feature of its healing potential. A poem and the act of translation Is never final, but a dynamic process. Hospitality is a characteristic of the 'guest house' of poetry. Mazza's (2017) RES (Receptive, Expressive and Symbolic) model and Abigail Alfrey et al.'s (2021) EFECT (engaging, feeling, exploring, connecting, and transferring) model offer ways of codifying the complex human interactions in a biblio-poetry group. Rumi's poem closes with an injunction to welcome 'whoever comes'. I will close by looking at communities of various kinds, and offer examples of how the impact of biblio-poetry therapy goes beyond the walls of any one single guest house. (References: Alfrey, A., Field, V., Xenophontes, I., & Holttum, S. (2021). Identifying the mechanisms of poetry

therapy and associated effects on participants: A synthesised review of empirical literature. The Arts in Psychotherapy, 75, Article 101832. https://doi.org/10.1016/j.aip.2021.101832 ; Mazza, N. (2017) Poetry therapy: Theory and practice (2nd ed.), London: Routledge ; Rumi (1995) Guest House from The Essential Rumi trans Coleman Barks with John Moyne, San Francisco: Harper. p.109.)

9:30-10:00 **Luca Buonaguidi** (Italy, University of Verona): Poetry and Psyche. From poetic inspiration to poetry therapy

The day when poets, philosophers, psychologists, scientists, doctors, artists will find a meeting ground and they will always speak a common language is getting closer and closer. Today we just know that poets felt poetry flowing from a space forbidden to reason, the original place of the union between being and nature. We just know that philosophers were born from this ancient split and from this one they questioned themselves about the archaic feeling-and-understanding of poetry. Finally, we just know that psychologists have been trying to understand men's life experience since that fateful moment when Freud solved a clinical problem with the verses of a classic poem. What we still don't know is the enigma of poetry between therapy and madness, where poetic inspiration comes from and how psychology can recognize it. The answer is poetry as another science of the Self and care of the Other. The author of the speech is the psychologist and writer Luca Buonaguidi, who will recount the main stages of his ten-year research, resulting in a book which is the manual that was missing on Poetry as Therapy, taking a significant step by bringing poetry closer to science, intuition to analysis, inspiration to therapy. A work "of unspeakable beauty" and "shocking...with insights that I have not read anywhere", according to the luminary Eugenio Borgna, a reference of Italian existential psychiatry.

10:05-10:35 **Péter Hamvas** (Hungary, University of Pécs, Hungarian Association for Biblio/Poetry Therapy): Tolstoy Therapy. Lessons of a pilot group

The new Hungarian translation of Tolstoy's War and Peace edited in 2022 was a good occasion for me to organize a bibliotherapy group reading Tolstoy's great novel from an existential perspective. Because the career of the protagonist, Pierre Bezukhov, reflects what Jung writes about child archetype and individuation, his story is capable of searching meanings of life, facing personal and collective crisis from a Jungian point of view. From September 2023 to April 2024 with a group of 7 members we read Tolstoy's War and Peace with the help of ed details. The novel embraces a complete world with archetypal characters, so it offers many ways of searching anima-animus, shadows, good or bad patterns of relationships, fears and desires. Pierre Bezukhov's coming of age goes through facing death in different situations from loss of his father and masonic initiation to firing squad. Death was our central concern but not to be depressing and in order to help group members to get involved in the story I asked them to find out a fictional character who is close to the protagonist and his surrounders. Group members were asked to write letters and notes in the name of this character. At the end of our work everyone was asked to find their heroes in the novel. The results of our work was mostly a collective and aware facing of existential issues, reinterpretation of common values of our age, especially feminine and masculine roles, functions and hidden strength – different from historic and current stereotypes.

10:35-11:05 **Anne Kyong Sook Øfsti** (Norway, VID Specialized University Campus, Oslo): The Gift of Literature to Therapeutic training and practice

An exploration of how literary fiction, both writing and reading, can move, touch and create insights into what it is to live, individually and together – in different ways than traditional scientific literature can. In a time when the therapeutic family therapy field is overwhelmed by evidence-based research and well-groomed texts that simplify and generalize, I would like to explore how the insights of literary fiction have contributed to forming me as a therapist and a human being. I myself have recently published novels, short stories and poems – and this insight in how language can be healing in itself, have hopefully made me a more attentive therapist, listening to how to develop a language that is not judgmental, less categorizing and more hopeful

to change. I will also present and concretize how we have developed a new subject, 'Literature Groups', in the study program Master of Family Therapy and Systemic Practice at VID Specialized University in Oslo, inspired by Shared Reading.

11:05-11:35 **Renata Martinec** (Croatia, University of Zagreb): Biblio/poetry therapy with other expressive art-therapies in overcoming existential crisis

The existential crisis has accompanied mankind since its beginnings, especially in the present day, in which the question of the meaning and quality of existence is becoming increasingly pressing, both on an individual and social level. Although the term crisis implies a state of dissatisfaction and distress along with associated emotions such as fear, uncertainty, sadness, hopelessness, etc., this state can also be a motivator for a change of perspective and taking a proactive role in one's own life. In this sense, bibliotherapy or poetry therapy can play an auxiliary role, as they indirectly encourage creativity, imagination, insight, and consideration of possible goals and coping strategies for unfavourable life situations. To promote sensitivity, motivation, and an easier interpretation of personal experiences, especially for people with difficulties in verbal communication, the literary text can be used in combination with some other artistic media such as music, sound, movement, dance, drawing, painting, modelling, etc. In this case, it is a kind of a multimodal expressive arts therapy in which different art forms are integrated into a therapeutic relationship. As bibliotherapy and poetry therapy have a large number of contents and themes that can be processed, the other arts make it possible to support effective charging, personal analysis, and cognitive elaboration. In this sense, existing and evolving future multimodal approaches can be described that incorporate literary texts in combination with some other artistic media in the context of coping with an existential crisis caused by various psychosocial, health and/or socio-global challenges.

13:00-13:30 **Päivi Kosonen** (Finland, University of Turku): Narrative agency oriented bibliotherapy work with cancer patients

The focus of my presentation is the narrative agency oriented reading group model that we have developed in our research projects with Hanna Meretoja and Eevastiina Kinnunen. The aim of our model is to shape the participants' attitudes towards narratives to become more aware of surrounding stories and their possibilities to challenge them. At its best, a creative, reflective, and critical attitude towards stories can enhance participants' narrative agency – their ability to navigate narrative environments. Our research demonstrates that this can be highly meaningful and therapeutic on a personal level. (Meretoja et al., 2022ab, Kinnunen et al., 2024) Our ongoing research project Counter-Narratives of Cancer. Shaping Narrative Agency (2023–2027) implements narrative agency oriented model with cancer patients and medical professionals. The literary material used in these groups consists of fictional and life writing stories that deal with cancer and treatments. In cancer patient groups, a new model of bibliotherapeutic group method is being built. The challenge for us facilitators is to be able to integrate the psycho-educative element, the narrative agency oriented work, safely and meaningfully within the bibliotherapeutic process so that the narrative wellbeing can turn into experienced wellbeing. I take for example a passage from Hanna Meretoja's novel The Night of Ancient Lights (Elotulet, 2022), an example of cancer story as an ethical and narrative inquiry. I aim to illustrate with it how to work in a narrative agency oriented bibliotherapy group and what therapeutic potential our model can have for cancer patients and for biblio/poetry therapy in general in the troubled times we are living in.

13:35-14:05 **Johanna Holopainen** (Finland, University of Jyväskylä): Breast Cancer Survivors' experiences in the writing and the poetry therapy group process

I will describe in my presentation what kind of encounters the breast cancer writing group offered to its participants and how they found the paths to handle breast cancer experiences by writing and sharing them in a poetry

therapy group. I studied breast cancer survivors' experiences of writing and experiences of participating in a poetry therapy group in my dissertation (finished in the spring of 2024). As a poetry therapy instructor, I guided the group and we met 18 times in 2019. 4–6 people participated in the group. I interviewed each of them before the group's first meeting and after the group's last meeting. My data consists of interviews, writings, and questionnaires. My starting point was phenomenological, and I used phenomenography and interpretative phenomenological analysis (IPA) when I analyzed the data. Results show that participants experienced the group´s atmosphere enabling expressing their emotions, and they could discuss emotions and experiences. Participants experienced that they became understood, they got support and gave it to others as well. The writings that they produced in the meetings made visible the ways to survive, move on, realize their capacity, and find new ways to act in the future. I suggest that using poetry therapy, its methods, and writing are useful for handling breast cancer experiences. Developing and organizing poetry therapy groups for breast cancer/cancer survivors could be a useful way to support their rehabilitation and increase psychosocial support.

14:05-14:35 **Mervi Nyfors** (Finland, University of Oulu): Group poetry therapy among patients with advanced cancer

The need for psychosocial and emotional support is identified (Wang et al. 2018, 1) in many cancer treatment guidelines, especially in the palliative care phase. The objective of the study conducted in 2022-2024 was to bring group poetry therapy to the use of care among patients with advanced cancer to address their psychosocial and emotional needs. A group of seven patients with advanced cancer used poetry therapeutic methods to examine emotions provoked by a serious illness. The integrative poetry therapy method which included textual, visual, and audiovisual material, Green Care and Mindfulness aimed to reduce emotional loneliness and to strengthen patient-experienced connectedness to self, others, and nature through writing and narration. A qualitative as well as a quantitative analysis of the study was carried out. The quantitative study examined the patients' experiences in relation to the group, as well as the symptoms of depression and anxiety

studied in questionnaires before and after the poetry therapy period. According to the study, the patients felt positive about the group and their anxiety symptoms, as a rule, decreased. The qualitative analysis examined the themes raised in the texts produced by patients in a connectivity strengthening viewpoint. Nature-themed metaphor and Mindfulness work helped patients verbalize connectedness with others, nature, self and one' own resources and vulnerabilities. The group dealt with both constructive and destructive emotions. Emotions that strengthened and maintained connections included love, hope and gratitude. Emotional writing provided a controlled and safe means to connect with destructive emotions like existential loneliness and abandonment.

14:35-15:05 **Ágnes Bálint** (Hungary, The Debrecen Reformed Theological University, Hungarian Association for Biblio/Poetry Therapy): I lift up my eyes to the mountains - addressing the spirituality of cancer patients

Spirituality is of growing interest in the field of health care and accordingly, several assessment tools and spiritual care guidelines and models are being developed. Creative bibliotherapy has a role in this field assessing and addressing the spiritual needs of patients at multiple moments during treatment. Stories of several religious traditions are known to be of use in psychotherapy and counselling. Here we focus on biblical stories' potential to support the spiritual and psychological growth and well-being of cancer patients concerning their special needs. Canonical portrayals and extracanonical retellings of lived experiences, or the omissions of these depictions may stimulate patients to find themselves in these stories, to construct their narratives in such a way as to cohere their present, make meaning of their past, and give hope and direction to their future.

15:45-16:15 **Felicia Hume** and **Åsa Andtskär** (Sweden, Karolinska University Hospital, Stockholm): Utilizing bibliotherapy in the context of cancer

Background: Recent studies highlight the efficacy of bibliotherapy in cancer care, showing improvements in quality of life, well-being, and distress reduction. Cancer patients often seek connection with others facing similar challenges, prompting our exploration of meeting these needs through bibliotherapeutic principles. Methodology: Since 2022, our Psychooncology unit has implemented group activities using bibliotherapy. Two groups are offered: one emphasizing reading and writing, and the other focusing on conversation and psychoeducation. Led by counselors trained in bibliotherapeutic approaches and Hospital Church personnel, group foundations draw from Pennebaker's work, current bibliotherapy research, and clinical expertise. Oral and written evaluations, involving 15 out of 39 participants, have been conducted. Impact on Practice: Evaluation results reveal positive experiences in group activities, enabling participants to express difficult emotions and enhance self-efficacy. Literature and writing prove effective tools in addressing existential questions. Discussion: Our group's facilitation experience emphasizes the necessity for research on cancer care groups, aiding the development of rehabilitative tools for individuals living with cancer.

16:15-16:45 **Prof. Jürgen Pieters** (Belgium, Ghent University - CHARM Consortium for Health Humanities, Arts, Reading and Medicine): Pharmacology of fiction. Some thoughts on medical bibliotherapy

In my talk I want to present some thoughts on a project in progress that aims to deepen our understanding of the therapeutic effects of literary writings in different medical contexts. The project's starting point is that sufficient data have been collected that show that bibliotherapy works for specific readers in specific contexts. What is less clear, though, is which type of texts produce these effects. The project would like to set up a series of experimental contexts (a series of Shared Reading-sessions with patients of different medical

backgrounds) in order to investigate more closely not only the kinds of effects participants experience but also how in their experience these effects can be related to specific textual markers, such as the build-up of stories and other narratological mechanisms, the use of imagery, sound-effects, ... The purpose of the project is not to come up with a fixed idea of which texts can be prescribed in which contexts, but to arrive at a better understanding of the interplay between text and reader in bibliotherapeutic settings of a medical nature. Farmacology (pace Bernard Stiegler) is a way of thinking that takes into account both the positive and the negative effects of a phenomenon - literature can work as medicine, but it can also poison your mind. In my talk, I also want to address the difference between what I would like to call vaccine-literature and painkiller-literature.

16:45-17:15 **Ljiljana Plavac** (Croatia, independent practitioner): Bibliotherapy in Aromatherapist Personal Development

This lecture explores how bibliotherapy serves the personal development needs of aromatherapists by integrating the sensory experiences of aromas with the cognitive engagement of literature. It examines how both scent and text can facilitate the exploration of personality facets, emotions linked to specific states and circumstances, and the thoughts that these emotions provoke. The combined therapeutic effects of olfactory and literary stimuli can help release both positive and negative emotions. This approach fosters a connection between individuals, specific essential oil aromas, and literary works, encouraging the development of a spiritual discipline that enhances self-understanding and introspection. Understanding the psychological impact triggered by scents is crucial for aromatherapists in their professional practice. The lecture will also cover historical practices of composing poetry and stories inspired by scent-induced processes, a subject I have researched extensively during my studies and client work preparations. This literary and scientific exploration has culminated in a book that compiles personal reflections and insights on fragrances and their archetypal meanings, pioneered in Croatia by aromatherapist Zrinka Jezdić.

17:40-17:55 Closing Remarks - **Dr. Judit Béres**, President of the Hungarian Association for Biblio/Poetry Therapy (Hungary, University of Pécs)

2nd day **Saturday, 5 October**

Session 2 - Room Juhar

9:30-10:00 **Sanja Skočić Mihić, Nadia Novak Ramić** and **Ana Barišić** (Croatia, University of Rijeka): Healing stories and bibliotherapy in inclusive education and teachers' professional development

A rising amount of theoretical and empirical research has emphasized the favorable effects of developmental bibliotherapy on children's development. It is a helpful tool that assists children in overcoming personal challenges, regulating their emotions, and fostering positive behaviors. Training programs that use developmental bibliotherapy for educators are not widely available in the literature. This paper aims to fill this gap by presenting the following information: (1) the content of the Lifelong Learning Program "Healing Stories Through the Lessac Method for Inclusive Communities" at the Faculty of Education in Rijeka, University of Rijeka, (2) the outcomes of the program, and (3) its impact on the community. This innovative and interdisciplinary program integrates bibliotherapy, the art of voice and movement, educational rehabilitation, and educational sciences. The program combines theoretical knowledge of developmental bibliotherapy with empirical experiences in their application and other creative-expressive methods to promote children's socio-emotional development and inclusive values in classrooms. The program comprises three core competencies: (1) Barišić's model of healing stories with non-violent communication and storytelling using the Lessac method, (2) applying the bibliotherapy method in classrooms to meet student's needs and promoting social inclusion using Skočić Mihić's theoretical framework, and (3) adapting healing stories to address the needs of students with special educational needs, and creative-expressive workshops that foster inclusive values and inclusive culture in classrooms, as suggested by Novak Ramić. The program has a positive impact on three levels: (1) improving

students' well-being, (2) enhancing social interaction within the inclusive classroom, and (3) providing community benefits and transferring knowledge.

10:05-10:35 **Noémi Birta-Székel**y (Romania, Babes-Bolyai University, Hungarian Association for Biblio/Poetry Therapy): Experiences of an online bibliotherapy group organized for teachers

My twenty-year experience in the field of teacher training has led me to the realization that the key factor in becoming a teacher is the teacher's personality. I think this despite, or perhaps because of, the fact that the official teacher training practices and the teacher training system do not support or reinforce this. In Romania, the development of the personality of teachers has not been widespread in the training of teachers until now, even though the need for it is there by definition, and I think it would boost the effective functioning of the education system. I became convinced that the teacher is not primarily called to research and discover science, but rather her/his own personality and that of her/his students' personality. Looking at the group as a whole and on its progress, the evolution of the group can be described with an ascending development curve. All members had sufficient acceptance and understanding towards themselves and their peers. Not only did they accept each other, but they were very empathetic towards each other. They listened, reacted to each other and to what others had to share, and I also felt that a strong group cohesion had developed. The most intensively experienced therapeutic factors were universality, information transfer, imitation, interpersonal learning, and group cohesion. The group also fulfilled its supervisory purpose, as each group member was able to express how they see themselves from a professional point of view, what they are satisfied with, and what they would like to change.

10:35-11:05 **Penelope Kolovou** (Germany, Bielefeld University): “The Hero’s Journey” for teachers’ well-being. A therapeutic expressive writing intervention

This presentation deals with a psychoeducational intervention designed to enhance the well-being of secondary school teachers through therapeutic expressive writing exercises. From an ecosystemic perspective, teachers’ well-being has a significant impact on the school environment and students’ academic performance. In such terms, it is understood that teachers’ empowerment makes a necessary condition for them to resiliently manage the high-pressure demands placed on them beyond their teaching duties, reducing stress and burnout. However, the responsibility for teachers' health seems to rest solely with the teachers themselves, leaving the enhancement of their physical, mental, and social well-being to their personal discretion and initiative. The intervention with the characteristic title “*The Hero's Journey*” is based on the archetypal schema of Joseph Campbell, as later adapted by Holger Lindemann according to the principles of systemic psychotherapy, while at the same time it carries elements from Positive Psychology, Carl Rogers' person-centered approach, psychoanalysis, and Gestalt therapy. Through various iterations with different educator groups, the intervention has evolved to its current design, showing promising results. Preliminary findings indicate a positive correlation between the intervention and teachers' well-being. Key areas of impact include emotional literacy, the development of emotional intelligence, and the establishment of a supportive network fostering a sense of belonging among teachers. By addressing teachers' well-being, “*The Hero's Journey*” intervention not only benefits educators personally but also has the potential to significantly improve the school environment and enhance student outcomes.

11:05-11:35 **Maja Cvjetković** (Croatia, Construction Technical School in Rijeka): Creative Bibliotherapy - Examples of Good Practice

The article focuses on one of the forms of bibliotherapy, creative bibliotherapy. We will try to emphasize its special features and differences to other methods of bibliotherapy. The approach to the literary text is based on the communication cycle method, so-called MED cycle, in which the literary text serves as a starting point for gaining insights. Over time, the methods we have learnt can be applied to ensure wellbeing in our everyday lives. Within the theoretical framework of the MED cycle, in which we explore the thoughts, emotions and events that are important for the creation of a literary hero, we have designed workshops for different age groups: high school students, elementary school students, and pre-school children. For each of the individual groups, we adapted the literary template, using suggestions and guidance from the literature on teaching and learning to read and the effect of the literary text on the recipient. There was a difference in the approach and development of the workshops for the different age groups. For high school students, feedback was immediate, while for the younger population, feedback was provided by psychologists/parents. In this paper, we present examples of workshops and literary templates that were used for each age group – from contemporary literary texts to problem picture books. In each of these meetings, it is important to emphasize the support of co-experts, teachers, psychologists and educational rehabilitators in ensuring a safe environment for the workshop participants.

13:00-13:30 **Sandra Barão Nobre** (Portugal, University of Lisboa): Bibliotherapy Circles in Portuguese Schools

I have been working exclusively and independently as a bibliotherapist in Portugal since 2016, in clinical and non-clinical settings, mainly with adults. But from March 2022 on, I've had the opportunity to implement bibliotherapy circles in Portuguese schools, from primary to secondary schools. A Bibliotherapy Circle consists of a group activity where, based on the reading of texts aloud by the mediator, the aim is to trigger in each participant a

process of dialogue on several levels: from oneself to oneself, through identification and the resulting introspection based on memories, associations, extrapolation and imagination from oneself to the author, characters and facts from oneself to other classmates, being able to express itself in a welcoming, respectful and empathetic space, where no judgments occur. In the end, it is expected that participants have experienced moments of discernment and calm that contribute not only to one's balance but also to the cohesion of the group. In times of acceleration, difficulty in actively listening to each other and engaging in dialogue, a Bibliotherapy Circle promotes pauses, encounters and humanization. Before each bibliotherapy circle, students anonymously answer a survey. The texts used during the activity are ed based on the answers and the general profile of each class they help to draw. After each encounter, students answer a second survey to evaluate the activity. After two years of regular practice, I have now gathered an amount of data I would like to share with the audience at the 1st European Biblio/Poetry Therapy Conference 2024.

13:35-14:05 **Ivana Bašić** and **Iva Šišak** (Croatia, Balance Center for Bibliotherapy and Logopedagogy, Zagreb): Bibliotherapy laboratory - cycle of experiential and educational workshops

Bibliotherapy Laboratory is an educational and experiential program that the Balance Center for Bibliotherapy and Logopedagogy, the umbrella association for bibliotherapy in the Republic of Croatia, has been implementing since 2021. The program is intended for literature professors, psychologists, social workers, psychiatrists, and other professionals who work with people who want to personally experience the power and effects of bibliotherapy, and at the same time learn certain bibliotherapy methods to apply them in their professional environments or use them for personal growth and development. The lecture will discuss the essence of the idea and the determination of goals, the structure of workshops, the principles of text ion, the dynamics of group work, and cooperation between the two leaders who shared responsibility. The results of surveys conducted at the end of each cycle of the Bibliotherapy Laboratory will be presented, and they are processed in such a way that it is

evident how empowered the workshop participants feel for future work with users, how they experienced the group, which moments stand out in their memory the most and what role humor, games and introductory exercises have in creating a stimulating and safe environment for group work. In conclusion, it will be pointed out why interactive developmental bibliotherapy is considered important for modern society, especially for working with vulnerable groups in various settings (schools, hospitals, NGOs etc.).

14:05-14:35 **Kvetoslava Kotrbova** (Slovakia, Comenius University, Bratislava): Bibliotherapy as a part of therapeutic education in Slovakia

The paper provides a brief overview of the modern history and present of university education in bibliotherapy as part of the undergraduate study program of therapeutic pedagogy at the Faculty of Education of the Comenius University in Bratislava. It mentions important personalities who contributed to its formation and development. It informs about the current content and structure of the study focused on the therapeutic pedagogically oriented bibliotherapy teaching.

14:35-15:05 **Manca Marinčič** (Slovenia, University of Ljubljana): An Example of Bibliotherapeutic Reading of a Short Story

This presentation introduces an example of bibliotherapeutic reading of a short story quotJabolkosnedkaquot by Slovenian author Anja Mugerli. The reading is based on a model that combines symbolic modelling of literary characters and the analysis of emotional conceptual metaphors for use in bibliotherapy. The reading focuses on metaphorical concepts in the text, specifically on conceptual metaphors and emotional conceptual metaphors, which it attempts to connect with emotions. In addition to the mentioned concepts, the analysis of the MED cycle – the interaction between thoughts, emotions, and behaviour – is also important in this type of bibliotherapeutic reading. In the reading of this particular short story, we analyze the thoughts of the main literary character, which evoke certain (mostly unpleasant) emotions. These emotions subsequently influence her behaviour, more specifically her relationship with

her partner. The analysis reveals that this is a model that formed in the character's childhood and still influences her (romantic) relationships even in adulthood.

15:45-16:15 **Morkus Dusevičius** and **Neringa Lašienė** (Lithuania, Lithuanian Bibliotherapy Association): Bibliotherapy in Lithuanian prisons: needs, challenges and opportunities

Morkus Dusevičius and Neringa Lašienė, members of the Board of the Lithuanian Bibliotherapy Association (LBA), will present the activities of the Lithuanian Bibliotherapy Association and share the experience of one of the projects. They will talk about the bibliotherapy sessions that have been held in Lithuanian penitentiary institutions for groups of men serving a sentence, the need, challenges and opportunities of bibliotherapy in penitentiary institutions. Two directions of bibliotherapy in prisons can be identified. The first is bibliotherapy as a method for men currently serving sentences to learn more about themselves. Bibliotherapy, in this case, opens up many possibilities: it is a help to find answers, a help in trying to identify contradictory feelings, to know oneself, to understand and identify one's relationship with oneself and with others etc. The second possibility of bibliotherapy as a method is to offer bible/poetry therapy groups for men who are about to be released. In this case, it is particularly important to focus on the adaptation problems of the inmates, who have often lost various skills during the long period of serving their sentence. Bibliotherapy as a method is particularly effective for those returning to life and to freedom. It is an opportunity to see one's potential, to promote self-esteem, to rebuild relationships with family members, to succeed in the labour market, etc.

16:15-16:45 **Zeynep Gözde Şen** and **Funda Yeşil** (Turkey, Rami Library, İstanbul, Medeiyet University: Bibliotherapy practices in Türkiye: the case of Rami Library

Bibliotherapy is a technique that is gaining awareness and developing its application area in Turkey. In recent years, there has been an increasing

interest and awareness in bibliotherapy. As a result, libraries, academic circles, and psychology experts have started developing various programs and applications to support individuals' mental health through bibliotherapy. This study aims to introduce Rami Library, the largest library in Turkey, and its innovative work in the field of bibliotherapy, specifically the Healing Library Project (IKÜP). The library's goal is to not only provide readers and visitors with information, but also to contribute to their personal development and mental health through bibliotherapy. To achieve this, the library organizes a variety of workshops, seminars, and events. The library offers activities that are designed to meet the emotional and mental needs of its readers. These activities include workshops on anxiety and stress management, emotional intelligence development, self-reflection, and communication skills. Additionally, the library provides art therapy workshops and play therapy activities to encourage creative expression. The goal of the Healing Library Project is to increase accessibility to library services for all members of society. The aim of the project is to transform libraries from information resources to providers of responsive, inclusive, and supportive programmes and resources that strengthen social solidarity and mental health. This paper explains how library services have been transformed through bibliotherapy and the Healing Library Project activities at Rami Library. It highlights the importance of bibliotherapy and the contribution of libraries to social health and welfare.

16:45-17:15 **Zsuzsa Borbély** (Hungary, Hungarian Association for Biblio/Poetry Therapy): Experiences and challenges of movie, tv-series and adaptation bibliotherapy practice

The aim of this study is to show the effect of using familiar, even beloved texts throughout the whole process of a group session from the earliest steps of advertising to the follow-up of the groups. In my group sessions the main goal is to experiment with the use of films and television series in the bibliotherapy practice. It is common practice in bibliotherapy to use texts unfamiliar to the participants. In my presentation, I will argue why it is worth trying out texts that people like and to which they even have an emotional

attachment. Results are coming from the groups working with Pride and Prejudice (Jane Austen's novel and all the adaptations I know of), the works of Agatha Christie (novels and adaptations), works of Hayao Miyazaki (animated motion pictures), Gilmore girls (the tv-series), Anne of Green Gables (Lucy Maud Montgomery's books and the adaptations of them) and Friends (tv-series). This paper reports the experiences of online and in person sessions with the target group of healthy adult participants over 18. The knowledge of the book or movie was not necessary for the participation – as I have emphasized it in all of the advertisements. The many different effects of the usage of beloved pieces almost came as a by-product, a happy accident of the process. The study presents the experiences of my movie, tv-series and adaptation bibliotherapy practice.

WORKSHOPS

1st day **Friday, 4 October**

10:15-11:45 **Workshop series A** (3 workshops running parallel)

Room Boróka: **Anne Taylor** (United Kingdom, Professional Writing Academy): The poetic body - using mindful movement to inspire poetry and transformation

'You only have to let your soft animal body love what it loves'. Using this line from Mary Oliver's poem Wild Geese as a backdrop, this workshop will introduce the ways in which a combination of gentle mindful movement and expressive writing can be used to bring people back to their bodies and to a sense of themselves. During the session I will lead participants through a series of gentle chair-based movement sequences based on the Feldenkrais Method before inviting them to write freely from prompts and poetry with the aim of harnessing a more embodied form of self-expression. I am a therapeutic writing practitioner and Feldenkrais teacher, and for the last five years have been combining poetry and movement sequences in my workshops to inspire creativity and self-exploration. Participants have described finding

themselves in a calmer, softer, and freer place for metaphors and poetry to emerge. In the words of one, the movement sequences and prompts helped ‘to tune into myself and to connect with a part of myself which is usually silenced .... It was this voice that spoke in the poem I wrote. I’ve never written a poem in this voice before, but the words flowed out of me with ease.’ Most recently my work has been with carers and people living with mental health challenges and medical students and doctors. I co-direct the Professional Writing Academy’s Introduction to Therapeutic and Reflective Writing and Running Writing Workshops courses with Dr Victoria Field.

Room Kankalin: **Dome Bulfaro** (Italy, Poetry Therapy Italia, Associaziona Mille Gru, University of Verona, BiPo - Associazione Italiana Biblio/poesiaterapia): The Kintsugi writing® Kintsugi story, poem and quatrain

The kintsugi writing®, created by Dome Bulfaro in 2017, is a therapeutic writing technique of extraordinary effectiveness that has been used with people of different ages, from 8 years old and up, individually, in pairs and in many groups of numerous categories.
It includes both prose forms (story, diary, letter, aphorism) and poetic forms free in structure/meter/length or structured in a quatrain with a chosen meter.
The kintsugi quatrain is the form par excellence of kintsugi writing®, which has been developed and declined over the years into more than ten different typologies.
This workshop allows you to experiment with three of the basic forms of kintsugi writing®: the kintsugi story, the kintsugi poem and the classic kintsugi quatrain.
Kintsugi writing® is simple: anyone can compose kintsugi stories, poems and quatrains, no particular prerequisites are required.

Kintsugi writing® translates the ancient Japanese art of kintsugi (from gold "kin" and reconnection "tsugi") into verses and poetic prose. It allows you to discover, in your darkest and most suffering interior places, how life is rich in golden specks and veins.

Practicing kintsura – a term that indicates the metaphorical transmutation of oneself into gold through kintsugi writing® – means, on both a symbolic and real level, transforming the fractures or wounds that we carry hidden within us into "gashes of light", thus praising the renewed, precious and conscious beauty hidden in them.

Room Bodza: **Eyal Ivnitsky** (Israel, Ha-Mila The Israeli Bibliotherapy Center): Poetry Therapy Interventions: The 3 Working Pivots model

In this session, we unveil a powerful model for creating tailored bibliotherapy interventions. This constructed framework will guide us as we build our individual or group biblio/poetry therapy sessions. At the core of our approach are three distinct pivots, each representing a methodology for making decisions on which kind of poem or story we should choose to work with, what types of writing prompts should we offer and what are the different qualities they offer. Through interactive exercises, sharing and discussion, participants will gain practical tools and insights for applying the Three Pivot model in their own practice. Whether you work with individuals or with groups, children or adults, this workshop offers invaluable guidance for creating interventions that honor the unique needs, phases, and experiences of your clients.

13:45-15:15 **Workshop series B** (3 workshops running in parallel)

Room Boróka: **Geraldine Campbell** and **David Madden** (Ireland, Irish Poetry Therapy Network, IAPOETRY): "When the universal becomes personal" Working with Trauma

An experimental workshop focusing on how to work with trauma through poetry therapy. It will demonstrate how trauma can be addressed either in group or one to one therapy, irrespective of how the trauma was caused. For example, trauma as a result of abuse, accidents and incidents, sickness or war. We do this by taking the topic of trauma, working with it in a positive and healthy way, drawing out the strengths of the participants. We will help participants to understand the nature of trauma and how it affects us and how

to work with whatever comes up, in a safe and therapeutic way. We will show how important it is to have strong group work counseling skills, outlining how the work is done and what materials and techniques are used. Also, we will highlight the importance of images, metaphors and symbols and how the therapeutic aspects of listening, interacting, expressive writing, reading, and responding in a positive way, all combine to increase healing, improve the capacity to identify and respond to problems, become more self aware, improve interpersonal skills, and the ability to express an internal experience to the outside in a healthy, healing way. We will show participants how poetry therapy can help promote change, increase coping skills and adaptive functions. We will focus on learnings and insights to illustrate how transformation is possible with poetry therapy. At the end we will take questions about how we have used poetry with trauma in various settings. We will also offer a list of useful resources.

Room Kankalin: **Tamar Kichli Borochovsky** (Israel, The Hebrew University of Jerusalem) and **Efrat Kuris Borochovsky** (Israel, independent practitioner): Literature as a family member and as a family therapist: Writing a life story with the elderly as a means of unraveling unconscious layers through family bibliotherapy

The family serves as a common thematic thread linking mental health therapy and literature. This connection underscores the importance of exploring familial themes within bibliotherapy, a therapeutic approach that integrates literary works into psychological treatment. Literature, by portraying various aspects of family life, provides valuable insights into familial dynamics and unconscious processes. By examining how different literary genres depict family relationships and norms, bibliotherapy can enhance our understanding of these dynamics and their impact on individuals. This approach allows for a deeper exploration of how family themes are reflected in literature and how they can be utilized to address psychological issues in therapeutic contexts. The lecture is divided into two main sections: the theoretical discussion of bibliotherapy and the family, and a practical case study of a decade-long treatment of a mentally ill, childless Holocaust survivor, referred to as Yitzhak

Meir. This case, submitted as a case study in a competition for treatment descriptions at the Tamir Institute, is analyzed alongside David Grossman's novel "One Horse Walks into a Bar." This analysis illustrates how working with a person's life narrative and literary texts can aid in emotional processing and therapy. The case study argues that both literature and psychoanalysis explore family themes, though literature often does so indirectly. Literary works offer reflections of cultural and familial unconsciousness, analogous to the therapeutic process of dream interpretation. Psychoanalysis and literature are interwoven, with psychoanalytic concepts frequently derived from literary phenomena. The discussion extends to the role of bibliotherapy in therapeutic contexts, where patients engage with literary texts to uncover and process unconscious familial themes. In conclusion, the integration of literary analysis and psychoanalysis provides a profound understanding of familial relationships and individual psychology. This interdisciplinary approach enhances therapeutic practices by offering deeper insights into the universal and personal aspects of the family.

Room Bodza: **Efrat Havusha-Feldman** (Israel, Ha-Mila The Israeli Bibliotherapy Center): How to heal a wounded story

Bob Gram's tale, "How to heal a broken wing", follows the journey of Will, a young boy who discovers an injured bird in the bustling city. He is the only one noticing the bird and the only one to take her home to recover. Will's ways to care for the broken-winged bird will guide us through this workshop, as we explore different ways to heal our own "wounded stories": those narratives that we carry with us, which may limit our ability to spread our wings. Through different writing techniques, which are based on clinical models, such as building and maintaining resilience, narrative re-construction and expansion, and making meaning through narration, we will re-visit and explore new ways of healing our stories. Join us on this journey to discover the different ways in which bibliotherapy can help us meet, nurture, amend, and heal a wounded story.

16:20-17:50 **Workshop series C** (3 workshops running in parallel)

Room Boróka: **Helena Broms** (Sweden, Swedish Association for Biblio/Poetry Therapy, The Library Association's expert network for Bibliotherapy): Climate worries - using stories as relief for young adults

How can we use stories as relief for young adults with climate worries/anxiety? Workshop for a more sustainable, internal and external approach to one of the biggest challenges in our world today. How do we speak about "saving the world" without losing ourselves?

Room Kankalin: **Reinekke Lengelle** and **Jon Sayers** (Canada & The Netherlands, Athabasca University/The Hague University & United Kingdom, Independent Scholar): The Choir Within You: Cacophony to Harmony

The poet's internal "still, small voice" is traditionally heard in solo, acting as an inner compass directing poet and reader towards perception, growth and wholeness. Emerson's "little needle always knows the North" and William Stafford counsels "don't ever let go of the thread". Inner voice can also manifest as duet or duel – a tension-filled dialogue that can invigorate and vex, as if keeping us from settling on an opinion or life direction. Sustaining this tension can allow a less conscious, more creative third voice to emerge. Poets as early as Catullus and as recent as Edwin Morgan, address such opposites. In Morgan's poem "A View of Things" he alternates hates and loves in an evocative list. Our dialogical self may, in fact, find itself speaking in multiple voices that far exceed single digits. When we listen closely, we can detect an infinitely expandable choir of assonant and dissonant voices within. In times of trouble, we may notice ambivalent, eager, scared, as well as archetypal voices clamouring for a hearing. Participants will be encouraged to explore the restorative potential of their multi-voiced self through engaging in writing and sight-reading exercises. Reinekke will bring in Dialogical Self Theory and a script of healing voices from early widowhood. Jon will present Jung's theories of Individuation, The Tension of the Opposites and The Transcendent Function. Poems and prose pieces will dramatise the single,

double and multiple selves and show how harmonious and cacophonous voices can, through writing, produce the music of flourishing.

Room Bodza: **Eszter Csorba-Simon** (Hungary, University of Pécs, Hungarian Association for Biblio/Poetry Therapy): The Therapeutic Potential of Lyrics. Bibliotherapy in prison

The root of the current workshop is modeled by the experience I gained in the Regional Penalty Institution of Youthfuls in Pécs (between 2012 and 2020), where as librarian and volunteer I lead therapy for the prisoners. Bibliotherapy has many targets: healing of psychical problems, expansion of personality, development of self-knowledge, social talents, empathy and tolerance, construction of community and recreation. The principle of bibliotherapy is that reading could help the reader begin to investigate and explore aspects of themselves, to listen to their peers, to increase their ability to communicate ideas and feelings to men of authority who they thought would never listen to them, and to engage in dialogue in a democratic agent where all ideas are valid. I am convinced that bibliotherapy has an increasingly important role in education and in social education. And the lyrics are a strong handhold for such young people in the case of those who have never been read to. In these texts you can meet familiar circumstances, with new solution options, they can entertain and give comfort. Based on both my professional experience and scientific literature, in my workshop I try to set out and present the role bibliotherapy can play as part of the services offered by libraries, especially in closed environments like prisons.

2nd day **Saturday, 5 October**

10:15-11:45 **Workshop series D** (3 workshops running in parallel)

Room Boróka: **Eva Selin** (Sweden, Läsfirman): Silverbook. A Poetry Mirror of the Unconscious

The participant gets a thrifted English novel where the title as well as the name of the author are hidden behind silver duct tape. He opens the book, and

by floating attention and unconscious centering, words pop up. He draws boxes around 10 to 20 words. These words form a poem. He draws lines in between them, defining the reading order. He transcribes the poem onto a page in the book where there is space. He also writes a note of the date, place and context where the poem was made. A group of three is formed. Each participant will take two roles, in turn: poet and interpreter. The first poet shares his poem by reading it out, slowly, twice, for the others. They are interpreters, and they listen carefully. The interpreters write down the poem. They will now borrow the poem, making it theirs. One by one they verbally interpret the poem subjectively, by free associations. The poet takes notes in the book. He gets to say something at the end of the round, in a joint discussion. The participant frames his poem by drawing a square around it. He enhances the centre. As he draws on, a square mandala takes form on top of the poem, keeping the poem still readable. All participants put out their Silverbook in a poem mosaic sharing.

Room Kankalin: **Foteini Dimitriou** (Greece, independent practitioner): Chair Yoga and Reflective Poetry Writing

This workshop invites you to explore and experience the possibilities of gentle yoga in a combination with reflective poetry writing. Details of the workshop: Discover the benefits of a gentle yoga session, and as we are more centered with our authentic self, we can hear the needs of ourselves and maybe writing is easier. To share the experience of the combination of yoga and reflective writing and identify new opportunities that arise by using this technique. The workshop leads you through a series of pair-yoga poses, yoga games, breathing techniques, mindfulness and reflective writing to improve clarity, connection and wellness. Reflective writing and the body come together to create a safe space of expression and communication.

Room Bodza: **Irene Monge** (Italy, BiPo - Associazione Italiana Biblio/poesiaterapia): Narrative-philosophical practice with Plato's Myth of the Cave

Narration through myth has always allowed the discovery of oneself and the world. The myth allows us to recover our origins and interpret our current situation. Each new reading of the same myth shows us something we had not yet seen. This happens because through allegories and images we can talk about ourselves in an immediate and intuitive way. Reading the Myth of Plato's Cave we will ask ourselves questions: In what moments did I find myself in the cave and how did I feel? Do I choose inside or outside of the cave? Do I stay out or go back in? Do I choose for myself or share with others? The workshop will be interactive with individual and group exercises.

13:45-15:15 **Workshop series E** (3 workshops running in parallel)

Room Boróka: **Annamari Typpö** (Finland, Finnish Association for Biblio/Poetry Therapy): Narratives of Birth: Exploring Maternas Stories through Biblio/poetry Therapy

During this experiential workshop, participants will delve into the transformative power of birth stories through the medium of poems, song lyrics, and writing prompts. Birth stories are vital narratives that encapsulate experiences of anticipation, struggle, joy, and sometimes grief. This workshop aims to equip the attendees with the tools to facilitate these expressions in their practices, enhancing healing and understanding. During this experiential session, participants will engage with a variety of therapeutic activities tailored to explore the richness of birth stories. These include somatic exercises and various creative methods. Through the use of ed poems, song lyrics, and creative prompts, attendees will learn how to guide their clients in articulating these profound experiences.The workshop will also address the cultural and personal dimensions of birth stories. By examining how these narratives vary across different backgrounds, attendees will gain insights into the universal and unique aspects of the birthing experiences. Furthermore,

discussions will focus on the therapeutic implications of sharing and reshaping these stories within therapeutic settings. This session is designed for anyone in the field of mental health and creative therapies who wishes to integrate narrative and artistic expression into their work with mothers and birthing persons. Participants will leave with a deeper appreciation of birth stories as powerful tools for empowerment, identity formation, and emotional resilience. Timing of the workshop: Introduction - 15 min; Experiential activities - 60 min; Closing discussion - 15 min.

Room Kankalin: **Berit Kaschan** (Estonia, Biblionaut): "The blessings of our ancestors": discovering the resources in our family systems through therapeutic writing

This poetry therapy workshop gives you a chance to explore one's family ties in a poetic, healing and playful way, with the help of poetry, and maybe even some doodling. We focus on our grandmothers – because we all have them! Come to think about it – each one of us has 128 direct ancestors – to count 7 generations only. And all these people play an important role in giving us the most precious gift one could have – life. It is not only about getting something off one's chest, it is about noticing and feeling connection and acceptance. The fact is that we all belong to a family – one way or another. And every family has their own losses, but what is more important is our own resources. And exploring these in a poetic way is something really empowering. Berit Kaschan is an applied poetry facilitator (CAPF, graduated from IFBPT in 2022) and a poet from Estonia. She has been facilitating writing for well-being and creative writing groups since 2018, and among these for two years now has also been a popular writing course Family Portraits. Over the recent years family heritage and its influences has become one of her special interests. The necessity and healing qualities of telling our family stories in a poetic way has been one of her main interests for a few years now. Therefore, she is also continuously gaining new knowledge in the field of family therapy as well.

Room Bodza: **Fani Giannakopoulou** and **Ruth Bezzina** (Greece & Malta, University of West Attica, University of Malta): Encounters of Being: Unearthing Power in Personal Narratives for Connection and Healing

This interactive workshop challenges conventional narratives, shifting the focus from collective stories to the profound impact of personal narratives on fostering connection and self-discovery. Through an exploration of individual journeys, participants will uncover how personal stories illuminate shared experiences and cultivate bonds among diverse narratives. Drawing inspiration from Clarissa Pinkola Estés' seminal work, "Women Who Run with the Wolves," the workshop integrates interactive activities and group discussions to delve into the significance of personal narratives in therapy. Participants will engage with excerpts and themes from the text, leveraging archetypes and myths to guide clients' self-discovery and exploration. The workshop offers a unique opportunity for participants to embark on a transformative journey, gaining practical skills to harness the power of personal narratives in therapeutic practice. By creating a supportive and insightful environment, attendees will not only acquire valuable tools but also deepen their understanding of the profound connection between literature, personal narratives, and therapeutic healing.

15:55-17:25 **Workshop series F** (3 workshops running in parallel)

Room Boróka: **Dr. Mari Alschuler** (Ohio, USA, Youngstown State University) Utilizing Poetry Therapy and Journaling with LMBTQ+ people

In this interactive workshop, participants will learn a variety of poetry therapy and journaling techniques to use with LGBTQ+ people of all ages. By reading and responding to poems on themes related to sexual orientation and gender identity and expressing themselves through poetry and journal writing, it is hoped that participants will come to a new understanding of how to use poetry and journal therapy with queer, intersex, nonbinary, and transgender people.

Room Kankalin: **Dimitra Didangelou** (Belgium, Expressing MySelf Institute): From Nature's Wisdom to Inner Truth Through Book Pages

"We need the tonic of wildness..." Henry David Thoreau, Walden

This workshop blends the therapeutic power of bibliotherapy with expressive writing to facilitate a deep connection with nature and inner wisdom. Participants will experience a journey of self-exploration, drawing inspiration from the wisdom of the natural world, while harnessing the therapeutic benefits of poetry and writing.

Workshop Objectives:
Cultivate a deeper connection with nature as a source of inspiration, reflection, and wisdom. Explore and express personal insights, emotions, and experiences through expressive writing techniques.
Tap into inner wisdom and authenticity by engaging in self-reflective bibliotherapy exercises. Foster a supportive and nurturing environment for personal growth and exploration.

Nature literature serves as a bridge between the human experience and the natural world, offering vivid depictions that awaken our senses and imagination. Through the words of poets, novelists, and essayists, we are transported to remote wildernesses, verdant forests, and majestic mountains, allowing us to vicariously experience the beauty and wonder of nature. By immersing ourselves in nature literature, we develop a deeper appreciation and understanding of the natural world, fostering a connection that enriches the relationship with our authentic self.

The exercises will be based on expressive writing techniques and also poems or excerpts from nature's poetry and literature.

No previous writing experience is needed.

Room Bodza: **Beáta Berta** and **Ágnes Leichtman** (Hungary, Hungarian Association for Biblio/Poetry Therapy): Shining, Burning, or Being Burnt Out: Bibliotherapeutic Tools in Preventing Burnout

According to the World Health Organization, burnout is an occupational phenomenon resulting from chronic workplace stress that has not been successfully managed. However, this definition is strongly reductive, as it excludes unpaid caregivers who can also experience burnout in invisible, unpaid jobs. Burnout can be divided into two different phases: "burning out" and "burnt out." If someone is burning out, de-stressing strategies may be the priority. If someone is burnt out, restoration may require a different approach. While work stressors can precipitate burnout, personality style can also supply a strong predisposition, with those who are most dutiful, conscientious, and perfectionist being at much greater risk. Burnout hits such "good workers". This is because when we do not understand our worth and value, we tend to throw ourselves into our work or family duties to try and ascertain enoughness from our usefulness and indispensability. This affects women in particular, whose self-appreciation is historically lower. However, when we feel enough, we value ourselves, our time, and energy, and we become more conscious about our goals and motivations. With this, we can set boundaries as well. In this workshop, we examine different bibliotherapeutic tools that can be used to prevent burnout. We raise participants' awareness of enoughness, their connection to burnout, guide them to identify core values, and learn self-compassion for the fact that we cannot always live in accordance with our core values. The workshop is facilitated by Beáta Berta, a teacher and bibliotherapist, and Ágnes Leichtman, an executive coach and bibliotherapist, both members of the Hungarian Association for Biblio/Poetry Therapy.