

Impact of Bibliotherapy for Solving the Students' Matters Using the 'IMIF' Model: Case Study

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Abstract

Bibliotherapy is a therapeutic technique for different mental problems. Although it is a popular therapeutic tool in foreign countries, it is a rare experience in Sri Lanka. The researcher has been practicing this tool in the selected university. The IMIF model is a model that the researcher herself introduced based on the experiences she had collected from the bibliotherapy practice. The research objective of this research was to identify the impact of the 'IMIF' model to solve the student's matters. The model has four stages: Initial, mirroring, insight, and follow-up. Identifying and analyzing the issue, assessing the problem, deciding the risk level, and giving book prescriptions are included in the initial stage. Task allocation through reading, writing, drawing, role-playing, and post-reading discussion are included in the Mirroring process. The Insight increases awareness, empowers problem-solving skills, and strengthens inner feelings. The final stage is the follow-up, where an assessment is carried out. According to the evaluation process, clients can return to the mirroring or insight stage. The 'IMIF' model was used to solve student matters of the selected university. This is qualitative research. Data collection tools were observations and interviews. The population of this research study was the students of the selected university. Thirty students were included in the sample according to the purposive sampling method. Thematic analysis was used to analyze the data. The majority have been cured with bibliotherapy. At the follow-up stage, it was observed that 10% of the participants had not followed the

counselor's recommendations. 60% of the participants requested a list of book prescriptions from the counsellor. 30% of the participants selected books from the Library according to their preference and got the counselor's recommendation. 20% of the participants requested a new list of book prescriptions from time to time without fulfilling the tasks. The counselor used creative bibliotherapy techniques to assign different tasks accordingly. Almost all students have pointed out the benefits they received after attending these sessions. This research was limited to a small sample since it needed in-depth analysis. Further research is needed to create different book prescription lists for each mental disease.

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