

Study on the Reading Therapy of College Library Based on Social Work Perspective

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Abstract: Based on value idea and basic mode of social work, this study elaborates existing general character of social work and reading therapy, because it is feasible to integrate social work method into reading therapy. The analysis of how to apply social work method to reading therapy plays a certain theoretical guiding role to further improve the effect of reading therapy.

1. Introduction

Reading therapy is an interdisciplinary subject of medicine, education, sociology, psychology and library science. The third edition of Merriam-Webster's new international dictionary of English makes two definitions. The one is that the reading therapy uses selective reading to aid medical and psychiatric treatment, and the other is to help solve personal problems through instructional reading.^[1]

In recent years, reading therapy has been paid more and more attention in the library field, both as a mode of knowledge service and as a mode of healing department. From the initial exploration of theory to the exploration of practice, there are related papers published. However, the trend of this paper is to emphasize theory rather than practice, and there are still few universities that integrate reading therapy into library work for a long time. The most prominent ones are North China University of Science and Technology and Taishan Medical University. Theoretical research also focuses on the feasibility of reading therapy, the utility of reading therapy to college students and the achievements achieved in practice, such as the long-term development of reading therapy courses. These results provide ideas and methods for peers. Some papers mentioned the application of medicine, psychology and sociology to reading therapy. As for how to integrate with a certain discipline? How to apply the methods and ideas of this discipline to reading therapy is very rare. Based on the perspective of social work methods, this paper tries to discuss how to integrate reading therapy with social work methods^[2-5].

What is social work? Wang Sibin explained this in his book *Introduction to Social Work*: "Social work is an activity of helping others with scientific methods guided by altruism and based on scientific knowledge. This definition indicates that social work is essentially a helping activity characterized by the provision of services. To be more precise, social work is a scientific activity of helping others, which is different from ordinary charitable activities. It can be seen that social work and reading therapy have something in common, both of which serve as the media of scientific knowledge. Another feature of social work is that it helps people and themselves, gradually

equipping people with the ability to get themselves out of difficulties. The two happen to coincide on this point. Reading therapy enables readers to seek power from books and re-establish positive and healthy psychological mechanism through reading activities^[7]. Both social work and reading therapy are altruistic behaviors that focus on and work around the needs of others. Therefore, it is feasible to integrate social work methods into reading therapy. There are three main methods of social work: case work, group work and community work. The author thinks that from the perspective of university library, it is mainly suitable for case work and group work. The staff involved in reading therapy (hereinafter referred to as workers) can be librarians with psychological background, or teachers with psychological or social work background can be invited to participate in it, and the work can be better carried out by strengthening cooperation with departments^[8].

2. The application of method of social work

2.1 The application of case work

According to the viewpoints of different schools, casework is to provide material or emotional support and services to individuals and families by professional social workers using their professional knowledge and skills related to people and society. The purpose of casework is to help individuals and families reduce stress, solve problems and achieve a good welfare state of individuals and society.

The application of case work is mainly applicable to the one-to-one work mode. For those readers who have serious psychological problems and pay attention to the desire to protect privacy, relevant personnel can be arranged to conduct one-to-one reading therapy with them.

From the perspective of social work, case work generally includes four theoretical and practical modes: crisis intervention mode, task-centered mode, psycho-social mode and behavioral therapy mode. In reading therapy, there is no fixed pattern that runs through the reading activities. It is necessary to decide which one or several treatment patterns to apply according to the actual situation. This article only integrates the process of case work with reading therapy, and does not focus on which model.

2.1.1 Recognize the readers' problems

In daily social activities, everyone's life and work are in a relatively balanced state. If there is a problem in one aspect, the original balance mechanism of psychological state will be broken. When their own ability is not enough to cope with the current problems, people will become very vulnerable psychologically, prone to depression.

First of all, we need to collect the basic information of readers, to understand the most basic situation of readers, reading hobbies and tendencies. Gradually bring the reader into the problem situation with a concerned greeting: "what's going on? and When do you detect a problem?" At the same time to understand the impact of the problem on the reader themselves, now I use what method to solve. The worker can observe his own ability to recognize and solve problems. At this stage, it mainly helps readers to clarify the focus of the problem. At this time can ask readers to read the past book perception, preferences.

Secondly, workers can further collect information and inquire more deeply about the problems faced by readers. If the problem is related to the previous experience, it can help the reader to sort out the cause and effect of the problem and gradually establish a correct understanding. Comprehensive analysis of the problems encountered by readers, according to the analysis results, find suitable bibliography for the case owners, guide the case owners to read or learn relevant content and plot, workers can combine the problems of readers to carry out relevant theoretical

analysis, so that readers can master the theory of solving the problem. Draw strength from the plot and solutions to the problem. Discuss with the reader your feelings and insights about the content of the book. In the world of books, let the reader gradually reduce the sense of anxiety, talk freely about their own boredom. It is useful for readers to try to talk about how their problems are solved. At this point, you can give the reader a unit task and talk about the cognition of the task and what you have learned from the task before the next one. We need guide readers to change the views, combining with the book which have been read recently, trying to change angle to think.

2.1.2 Revise the result of settlement

At the end of the work, the reader needs to review whether the original goal was completed before the work started, whether the bibliography was finished, and understand. Objectives and standards for the completion of the bibliography. Let the reader talk about how he or she sees the problem and what he or she can do about it. At the same time, let the readers talk about their future plans. If the reader has emerged from a difficult situation and is looking forward to the future, it shows that the reader can solve the problem on his own. This shows that the working relationship can be ended.

2.1.3 Matters needing attention

In the whole process of work, the relationship between workers and readers is equal. Don't patronize the reader and force the reader to make a decision. Listen patiently and guide the reader to a solution, not to blame the reader on the grounds of rules and regulations. Do not disclose any information about the reader to faculty members or other non-professionals without the reader's consent. If case studies are required, it is important to withhold valid personal information about the parties.

2.2 The application of group work

Group work is a method of social work, which aims to make individuals in a group change their group experience and behavior, recover and develop their social functions and achieve the development of individual group community and society through group process and the assistance of group workers.

2.2.1 The beginning of group work

From the perspective of social work, before setting up a team, members should be recruited in the whole school through posters, WeChat platform and other means. In the recruitment process, problems can be set as follows: problems of study and life, problems of interpersonal communication, problems of failure in love, etc. In this way, the group goal can be well positioned and it is easier to achieve the group's expected goal. There should be an interview session for the team members, mainly to let the real needs of the team members to join the team. Let the qualified team members form a group and get to know each other preliminarily. At this time, they are in a state of ambivalence, observing the team members and the external environment, keeping alert to other team members but wanting to know about them. At this time, workers should encourage team members to know each other, enhance understanding, and eliminate the estrangement between each other. In this period, group communication was masked, and group members were more concerned about whether their behaviors were appropriate or not and whether the group was safe.

2.2.2 The forming stage of group work

Any group will encounter all kinds of negative emotions such as anxiety, resistance and conflict in the early stage of formation. As the group works, members need to reveal their true selves, but they still worry about the consequences. When people interact with each other, they have the instinct to seek advantages and avoid disadvantages, and the team members will carefully explore the interaction to avoid hurting themselves. In the initial activity, the team members will have some reservations about their own opinions, at which time the workers should give acceptance and understanding. Don't ask for the group as a teacher, give them as much room as possible. Assist team members to recognize barriers to full participation in group activities. When there are differences of opinion between team members and interactions between team members and workers, workers should not regard the conflict as a symbol of the failure of team work, which is exactly the motivation for the team to maintain development. If properly handled, it will enhance the trust between team members. In fact, sometimes the team members do this to test the trust and freedom of the team itself; whether the group can tolerate different opinions or negative feelings. Workers should see these as opportunities to promote group cohesion and build good trust.

Workers can share their favorite books with others, read and analyze the highlights of the book, and get the resonance of group members. Then let members freely share their favorite books and talk about their feelings. You don't have to force everyone to share. Let group members enjoy joy and achievement in the process of sharing books. For the feeling of books, don't stick to the rules. Based on the books read by the group members, the workers further understand the psychological state of the group members, laying a good foundation for future group activities.

2.2.3 The working stage of group work

At this stage, the atmosphere of the group was harmonious and friendly. Through the trial and struggle in the previous period, the group members gradually developed a sense of belonging to the group. Don't be afraid to express your confusion. The listening and support of other team members will ease their pain. The frequency of interaction among group members has increased. At this time, the staff can timely arrange several thematic reading activities according to the group's goals and the commonness of the problems faced by the group members, such as "overcome the haze, move toward the sunshine", "surpass oneself, establish self-confidence", etc. ^[9]Each game can be used as an auxiliary stage to gradually rebuild their psychological mechanism. In addition, role play can be conducted according to the content of the book. For the problems encountered by the roles in the situation, let the team members discuss whether the solution to the problem needs to be improved and whether there is a better solution. Let the roles perform according to the methods discussed, so that the team members can feel the differences of different solutions and the results brought by different perspectives. Let group members learn to think differently about the problem. Workers can also find some psychological problems related to the film, before the screening of staff can first explain why this film is chosen, the film needs to pay attention to the place to explain. After watching, let the team members think, and help them to sort out a clear idea to solve the problem according to their own difficulties. Hold "reality show" library and other activities, from which the answers to the problems encountered can be found.

2.2.4 The ending stage of group work

At this time, team members have the ability to solve problems and become more dependent on the group. In order to retain the team, they are reluctant to admit that the problem has been solved and deliberately create new problems. The staff should deal with the parting emotion and inform the group members at the last two activities, so that they can be prepared and accept the fact that the

group will be disbanded after the completion of the goal. For team members, expect the world outside the group to be just like the world inside the group. Staff members need to make them understand that to change others, they must first change themselves. The staff should assist the team members to review and summarize what they have learned during this period, so as to help them solve the current problems. Encourage team members to systematically summarize the transformation of their own mental journey, and help them to make a plan to implement the solution into action.

3. The estimate of reading therapy

Follow-up evaluations are needed to assess the effectiveness of reading therapy and what needs to be improved. For the next work better development, to provide a strong and powerful reference.

3.1 Follow-up work on the effect of reading therapy

The coaching is over, but that doesn't mean it's over. The instructor may follow up on previous reading therapy work over a period of time such as two months or six months. Bring team members together to share recent changes, efforts made during the period, joys experienced, failures or successes, etc. When members report that they did not participate actively in the group, the instructor can provide them with other resources such as the reading counseling room or other reading therapy groups with similar topics. The instructor can provide corresponding guidance and support for the problems readers encounter after the end of the work. Make it clear to the reader that the end of the work does not mean that they are abandoned, that they are not alone in facing problems, that the worker and other members are with them. Let them feel warm, enhance their self-confidence in the face of difficulties.

3.2 Evaluation of the effectiveness of reading therapy

No matter what mode of work it takes, it needs to be evaluated to help the mentor understand how he or she is achieving goals under his or her guidance and discover problems that he or she may not have noticed at work. Evaluators can be generally evaluated by the mentor, mentor and third party personnel. Different people view the work of reading therapy from different perspectives, which can comprehensively evaluate the effectiveness of reading therapy^[11]. The assessment can be conducted in the form of questionnaires, telephone inquiries, interviews, etc., to understand the role of reading therapy in solving problems, the need for improvement, and how to make reading therapy work for college students.

4. Conclusion

More and more university libraries are interested in reading therapy and put it into practice. From books as the center to readers' needs as the center, from readers' explicit knowledge needs to readers' implicit knowledge needs to transform. These changes put forward higher requirements for librarians. In order for reading therapy to better serve students, it needs to broaden its connections with departments and social resources. To get close to readers deeply and publicize through various channels, so as to let more students know about reading therapy, approach to reading therapy and receive reading therapy^[12]. Reading therapy can better fit the psychological state of college students and provide them with better services. Contain and avoid all kinds of tragedies caused by psychological problems, and make the campus a blue sky for students to grow up healthily.

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