

Research on Bibliotherapy Intervention Approaches for Psychological Adaptation Issues Among University Freshman

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Abstract: Freshmen in universities generally face multidimensional psychological challenges in adapting to university life, including learning, interpersonal communication, and life adaptation. Their psychological characteristics are characterized by a pursuit of independence but a weaker ability to withstand pressure, and an increased dependence on the internet. In response to this issue, this paper combines the theoretical and practical advantages of bibliotherapy to explore its application path in the adaptive education of freshmen. The study first conducts the psychological characteristics and adaptation issues of freshmen, including vague learning goals, interpersonal cognitive biases, and insufficient independent living skills. Secondly, it systematically reviews the evolution of bibliotherapy research both domestically and internationally, pointing out its development from a clinical treatment tool to a means of promoting mental health. Furthermore, it analyzes the intervention advantages of bibliotherapy from four levels: psychology, cognition, social interaction, and practice, such as promoting emotional regulation, expanding knowledge horizons, enhancing team cohesion, and low-cost sustainability. Based on this, it proposes practical paths such as the construction of a hierarchical service system, diversified activity design, professional team building, and scientific evaluation mechanisms, providing theoretical support and practical reference for universities to enhance freshmen's psychological adaptability through bibliotherapy.

Keywords: reading therapy; university freshmen; psychological adaptation; tiered services

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During the transition from high school to university, freshmen generally face multiple challenges such as the transformation of learning methods, the reconstruction of interpersonal relationships, and the adaptation to independent living, which can easily lead to psychological issues such as anxiety and confusion. As the importance of mental health education becomes increasingly prominent, exploring efficient and sustainable intervention methods has become an important topic in university education. Bibliotherapy, as an intervention method that combines psychological adjustment and cognitive expansion functions, has demonstrated unique advantages in educational practices both domestically and internationally in recent years. Based on the psychological characteristics and adaptation issues of freshmen, this paper systematically analyzes the application value of bibliotherapy in emotional regulation, cognitive enhancement, and social promotion, combining its theoretical evolution and practical experience. It also proposes practical paths such as graded services and activity innovation, aiming to provide a scientific and operable solution for the adaptation education of freshmen.

1 Psychological characteristics of university freshmen, as well as common manifestations and causes of their psychological adaptation issues

1.1 Psychological characteristics of university freshmen

Mental health is a fundamental condition for university students to graduate normally and an essential condition for their growth [1]. It is particularly important to carry out effective psychological adaptation education for university freshmen to promote their mental health development. Therefore, it is necessary to correctly understand their psychological characteristics in order to effectively carry out psychological adaptation education. Overall, university freshmen in the new era actively pursue progress, demand independence and freedom, and crave recognition from others; however, they have weak endurance, are not good at seeking help, lack awareness of prevention, and have an enhanced dependence on the internet. They are nicknamed "internet natives", and the internet is not only a tool for them but also "represents the world". University freshmen have a strong ability to accept new things, and internet application is particularly widespread and profound.

1.2 Common psychological adaptation problems and their causes among university freshmen

Feng Guimei et al. (2018) summarized the psychological issues faced by university freshmen during their adaptation period mainly in terms of learning, living, and interpersonal communication [2]. Peng Xiao (2022) conducted an adaptability survey among university freshmen by randomly distributing questionnaires, and the results indicated that freshmen faced adaptation issues in learning goals, living environment, interpersonal communication, and self-cognition [3]. In summary, based on previous research findings, it can be observed that the psychological adaptation issues faced by university freshmen primarily manifest in the following aspects:

1.2.1 Learning Adaptability Problem

Learning adaptation issues are prevalent among freshmen in universities and are also the most prominent psychological adaptation problem. The Psychological Counseling Center of Northwest A&F University has conducted surveys on freshmen for seven consecutive years since 2010, and the results show that academic distress accounts for the highest proportion of psychological distress encountered by freshmen [4]. (1) Negative and lax learning attitude. In high school, students usually regard the university entrance examination as the most important thing. Under high-intensity learning pressure, many parents and teachers will tell students that "it will be better after entering university" to give students motivation and relieve pressure. After entering university, although the learning tasks are still quite heavy, many freshmen in universities will become lax in their learning attitude and seek comfort. Especially when encountering courses they don't like, they are more likely to indulge in games and entertainment, resulting in a negative psychological state towards their studies. (2) Deviations in learning methods. During university, if freshmen cannot adjust their learning methods in a timely manner, deviations will occur, leading to low learning efficiency, confusion, helplessness, anxiety, etc. towards learning. (3) Lack of clear learning goals. Surveys have found that some freshmen in universities do not have clear learning goals after entering university. The lack of learning goals is mainly reflected in the unclear understanding of learning goals among freshmen. In high school, students clearly set their learning goal as further education. However, in university, some freshmen do not have clear goals and plans for their studies, nor do they know how to arrange their learning tasks, leading to insufficient learning motivation and a vague learning direction.

1.2.2 Interpersonal adaptation issues

Interpersonal adaptation issues are also one of the main psychological problems plaguing freshmen in universities. Poor interpersonal relationships can induce negative emotional experiences such as shyness, jealousy, fear, depression, and loneliness, affecting the normal development of socialization among freshmen [5]. Wang Xiaohong and Gan Jiating (2022) conducted a survey on the 2020 freshmen of a certain university and found that the overall level of interpersonal adaptation among freshmen is average, requiring external intervention [6]. (1) Interpersonal cognition is not yet mature. The interpersonal adaptation level of many freshmen in universities is influenced by factors such as gender, place of origin, learning experience, family and school background. Therefore, freshmen from different regions and family environments have different understandings of themselves, others, and their relationships with others, and some students are prone to cognitive biases. For example, they tend to impose their own preferences and concepts on others, without fully recognizing the individual differences in interpersonal communication. (2) Poor interpersonal interaction. Some freshmen, upon entering campus and facing unfamiliar teachers and classmates, want to obtain the companionship and support of good interpersonal relationships on the one hand, but on the other hand, they fail to establish good interpersonal relationships due to their own lack of interpersonal interaction skills or personal characteristics. Some freshmen are closed and introverted, unwilling to communicate and get along with other students, preferring to be alone; some are shy and reserved, often feeling nervous when speaking to strangers, blushing when expressing opinions in public, and valuing their image in others' minds; and some focus on their own needs, often self-centered, always thinking they are right, without considering the feelings of others.

1.2.3 Life adaptation issues

University freshmen, having left their familiar living environments to pursue studies in unfamiliar cities, need to actively adjust their inherent lifestyles and personal habits to integrate into the new campus collective life. Failure to adjust in a timely manner and resulting discomfort often leads to a lack of harmony between body and mind, causing feelings of loneliness and panic [7]. (1) Poor ability to live

independently. Many freshmen embark on their university life across provinces or cities, facing significant differences in living environments such as climate, accommodation, and diet compared to their previous experiences. When confronted with these differences, university freshmen need to actively face, adapt to, and even challenge the environment. However, due to excessive dependence on their families and a lack of life skills, some university freshmen have poor ability to live independently. They may not know how to take care of themselves in the suddenly collective dormitory life and the greatly different environmental climate changes, feeling overwhelmed and experiencing symptoms such as insomnia, anorexia, irritability, and anxiety. (2) Insufficient self-control ability. During high school, students' lives were relatively monotonous and boring, and most of their time was spent strictly adhering to the school's routine. In university, freshmen have more time to freely allocate. However, some freshmen have low self-control ability and cannot reasonably arrange their time when faced with various temptations. They spend too much time on games and other entertainment activities, leading to a disorderly lifestyle and a sluggish mental state, which hinders the harmonious development of body and mind.

2 The evolution of research on bibliotherapy

2.1 Abroad Research Status

Since the 18th century, bibliotherapy has been applied to clinical diagnosis and treatment abroad. In 1810, Benjamin Rush called on mental hospitals to provide reading materials beneficial to mental health, aiming to alleviate the stress brought by the environment to patients and correct their pathological emotional states [8]. In 1848, J.M. Galt delivered a speech on the function of bibliotherapy at the American Psychiatric Association Annual Meeting, classifying patients and prescribing corresponding reading materials, which is considered the first paper on bibliotherapy [9]. In 1961, Samuel McBride Cochrane coined the term "bibliotherapy" and proposed the viewpoint that "literature is a medicinal herb, and a book is a prescription" [10]. Since then, bibliotherapy has gradually gained attention and recognition, becoming one of the effective means to promote the psychological development of university students. Currently, many countries have incorporated bibliotherapy into their national health strategies and required higher education institutions to develop health education programs. For example, the Reading Well project in the UK aims to address mental health and aging issues by providing self-help early intervention and prevention methods. The project includes a series of booklists and reading promotion activities to prevent mental illnesses and improve mental health levels, providing self-help books for patients with mild to moderate psychological problems and chronic diseases, including introductions to psychological therapies, case studies, personal experiences, novels, picture books, etc. The booklists are recommended by experts in the health field, authoritative institutions, and disease survivors, and are promoted in national libraries.

2.2 Domestic research status

Research on bibliotherapy in China emerged as early as the 1990s. After introducing the theory and application research of bibliotherapy from abroad, China embarked on the construction of its own localized theory of bibliotherapy, followed by innovative practical work carried out in some domestic universities. Over the past three decades, a group of outstanding leading scholars, represented by Shen Guchao, Wang Bo, Xu Yan, and Wang Jingwen, have emerged, and a large number of high-level academic talents have been cultivated. Research and practice bases have been established, represented by universities such as Peking University, Nanjing University, North China University of Science and Technology, and Shandong First Medical University [11].

In recent years, Xu Yan (2023) has proposed a new concept of "reading healing" based on "reading therapy". Her research team attaches great importance to combining reading healing with the promotion of reading for all, emphasizing the healing value of "good literary books" [12]. The research on "reading healing" has driven the academic community to carry out theoretical research and practical attempts in various aspects, such as the construction of reading healing literature resources and reader services, the analysis of the healing connotation in literary works, the promotion of reading healing activities for university students under multidisciplinary integration, and the expansion of reading promotion in university libraries through "developmental bibliotherapy". These efforts have continuously pushed reading healing forward in depth.

Overall, domestic research on bibliotherapy has undergone three stages of development: from 1990 to 2004, it was the period of theoretical introduction, mainly translating and introducing foreign research results [13]; from 2005 to 2018, it entered the period of practical exploration, represented by scholars such

as Wang Bo, Gong Meiling, and Wang Jingwen, who completed the construction of localized theories and conducted empirical research [14]; and since 2019, it has been the period of disciplinary integration, represented by scholar teams such as Xu Yan and Zhang Siyao, who extended the research topics to interdisciplinary fields such as positive psychology and environmental psychology, forming a diversified development pattern [15]. It is worth noting that in terms of promoting the construction of interdisciplinary and cross-departmental cooperation mechanisms for bibliotherapy (bibliotherapeutic healing) at the practical level, existing research is relatively weak in the construction of cross-departmental collaboration mechanisms. Therefore, based on cognitive psychology theory and combined with work practice, this article explores the integration path of bibliotherapy and psychological adaptability education for university freshmen, aiming to compensate for the shortcomings in practical research.

3 The advantages of applying reading therapy to the adaptation education for university freshmen

3.1 Psychological level: Promote emotional regulation and psychological adaptation

3.1.1 Provide an outlet for emotional release

Freshmen in universities face a significant transition from the familiar high school environment to the unfamiliar university environment, and they are prone to experiencing negative emotions such as loneliness, anxiety, and confusion during the adaptation process. Reading therapy provides them with a safe and private emotional outlet. When freshmen read literary works that depict the inner struggles and growth of protagonists facing similar dilemmas, they can find emotional resonance in the books, as if their own experiences are understood and recognized. For example, reading "The Catcher in the Rye" reveals the protagonist Holden's rebelliousness, loneliness, and confusion during his growth process, which reminds many freshmen of similar feelings during their adaptation period in university. Through resonance with the plot in the book, they can release their pent-up emotions and alleviate their psychological burden.

3.1.2 Cultivate positive psychological qualities

Excellent reading materials often embody positive values and life philosophies, subtly influencing the psychological qualities of freshmen. By reading biographies of celebrities, freshmen can learn how successful individuals maintain perseverance and an optimistic mindset in the face of setbacks and difficulties. For instance, by reading "Steve Jobs", freshmen can see how Jobs faced countless failures during his entrepreneurial journey, yet he always held onto his dreams, dared to innovate, and ultimately achieved great success. This reading experience can inspire freshmen to cultivate their perseverance, courage, and optimism in the face of challenges during the adaptation period of university, thereby enhancing their psychological resilience.

3.1.3 Enhance self-awareness and self-acceptance

University is a crucial stage for self-exploration and growth, where freshmen need to gradually understand and accept themselves. Psychological books in reading therapy convey the core ideas of Adlerian psychology in a simple and understandable way, helping freshmen understand their own behavior patterns and psychological motivations, recognize that everyone has their own strengths and weaknesses, and learn to accept their authentic selves. By reading such books, freshmen can examine themselves more objectively, reduce self-denial and self-doubt, and better adapt to university life.

3.2 Cognitive level: expanding knowledge horizons and enhancing thinking ability

3.2.1 Enrich knowledge reserves

The learning mode in university is quite different from that in high school, with a stronger emphasis on autonomous learning and extensive exposure to knowledge. Reading therapy can provide freshmen with a rich and diverse source of knowledge, helping them quickly adapt to the learning pace of university. By reading various books, including those in different fields such as literature, history, science, and philosophy, freshmen can broaden their knowledge and understand the basic concepts and ways of thinking of different disciplines.

3.2.2 Cultivate critical thinking

During the reading process, freshmen need to constantly analyze and reflect on the viewpoints and plots presented in the books, which helps cultivate their critical thinking skills. When reading works by different authors, freshmen may discover that there can be multiple perspectives and interpretations on the same issue. By comparing and analyzing these viewpoints, freshmen learn to approach problems from different angles, rather than blindly accepting the content presented in the books. Instead, they are able to raise their own questions and offer their own insights. For example, when reading books about social phenomena, freshmen can consider whether the author's viewpoints are reasonable and whether there are other possible explanations, gradually developing the ability to think independently and make critical judgments.

3.2.3 Enhance learning ability and methods

Books on learning methods and techniques can provide effective guidance for freshmen, helping them better adapt to the learning requirements of university. For example, "How to Read a Book" details reading methods and techniques for different types of books, teaching freshmen how to quickly grasp the key content of a book and improve reading efficiency; "The Tao of Learning" shares the author's experiences and insights from the learning process, including how to make study plans, organize knowledge, and review. By reading these books, freshmen can learn from others' successful experiences, find their own learning methods, and enhance their learning outcomes.

3.3 Social level: Promote interpersonal communication and enhance team cohesion

3.3.1 Provide common topics

In the new social environment of university, freshmen need to make new friends and establish their own interpersonal networks. Reading therapy can provide them with a common topic and a platform for communication. Schools can organize activities such as reading clubs or book sharing sessions, allowing freshmen to discuss and exchange ideas around the same book. In this process, freshmen can share their reading experiences and insights, listen to others' viewpoints and ideas, and thereby enhance mutual understanding and trust.

3.3.2 Cultivate communication and cooperation skills

In the activity of reading therapy, freshmen often need to cooperate with others to complete tasks, such as jointly completing a reading report or organizing a reading activity. In this process, they need to learn to communicate and coordinate with others, divide labor and cooperate, and jointly solve problems. For example, when organizing a reading sharing session, freshmen need to divide responsibilities among different aspects such as event planning, promotion, and on-site hosting. Through close cooperation with team members, they ensure the smooth progress of the event. This cooperative experience can cultivate freshmen's communication skills and teamwork spirit, and improve their interpersonal skills.

3.3.3 Enhance the sense of collective belonging

By participating in reading therapy activities, freshmen can feel that they are part of the collective, enhancing their sense of belonging and identity to the group. Schools can combine reading therapy activities with class construction, club activities, etc., creating a positive, united, and friendly collective atmosphere. Classes can organize regular reading activities, allowing freshmen to interact, support each other, and grow together. In this process, freshmen will gradually integrate into the collective, feel the warmth and strength of the group, and thus adapt to university life more actively.

3.4 At the practical level: easy to implement and sustainable

3.4.1 The implementation cost is relatively low

Compared to other adaptive educational methods, the implementation cost of reading therapy is relatively low. Schools do not need to invest a large amount of money in purchasing expensive equipment and apparatus; they only need to provide certain reading resources and venues. Reading resources can be obtained through library collections, electronic book databases, etc., and venues can utilize existing places such as school classrooms and library reading rooms. In addition, reading therapy activities can be organized and

guided by teachers, student leaders, or volunteers, without the need to hire professional psychological counselors or trainers, further reducing implementation costs.

3.4.2 Flexible and convenient operation

Reading therapy activities exhibit strong flexibility and can be tailored according to the actual situation and needs of new students. Schools can select various reading materials and activity formats based on different time points and themes. For instance, during the initial stage of freshman enrollment, books on university adaptation and psychological adjustment can be chosen for reading and sharing, aiding new students in adapting to university life swiftly. Before exam week, books on study methods and stress management can be selected to help new students alleviate exam stress and enhance learning efficiency. Furthermore, reading therapy activities can be conducted in various settings, including inside and outside the classroom, online or offline, unrestricted by time and space, making it convenient for new students to participate.

3.4.3 Sustainable

Reading is a habit that brings lifelong benefits. Reading therapy can cultivate this good habit among freshmen, enabling them to continuously benefit during their university years and throughout their entire lives. Once freshmen develop a habit of reading, they will actively seek out more knowledge and continuously improve their overall qualities. Schools can provide long-term reading support and a platform for learning and exchange by continuously organizing reading therapy activities, helping freshmen maintain their enthusiasm and motivation for reading. For example, schools can establish a reading points system, rewarding and commending freshmen who actively participate in reading activities, encouraging them to persist in reading and fostering a positive reading atmosphere.

4 The practical path of applying reading therapy to the adaptability education of university freshmen

4.1 Establish a tiered reading therapy service system

4.1.1 Accurately assess the needs and status of new students

At the beginning of freshman year, a comprehensive and precise assessment of freshmen's psychological state, emotional management ability, learning adaptation level, interpersonal communication status, and other multidimensional information is conducted by combining professional psychological assessment tools with adaptability questionnaires. For example, the Symptom Checklist-90 (SCL-90) is used to understand the overall mental health status of freshmen, and self-designed university adaptation questionnaires are used to collect information about their confusion and challenges in learning pace, self-care, and club integration. At the same time, combined with intuitive impressions obtained through entrance interviews, daily communication, and other means, personalized psychological and adaptation profiles are established for each freshman, clearly defining their current adaptation stage and main problems, providing a scientific basis for graded reading therapy.

4.1.2 Divide the levels of reading therapy

Based on the assessment results of freshmen, reading therapy is categorized into different levels to match the diverse adaptation needs of freshmen. The first level is the basic adaptation level. It targets freshmen who generally have difficulty adapting, have relatively stable psychological states, but need guidance to integrate into university life. This level focuses on providing reading materials related to the transition to university learning mode, improvement of life skills, and interpretation of campus rules, helping freshmen quickly familiarize themselves with the university environment and establish basic order in life and learning. The second level is the psychological adjustment level. It targets freshmen who experience certain psychological pressure and emotional fluctuations, such as anxiety and loneliness due to homesickness and academic competition. This level selects books and articles that embody positive psychology concepts and emotional management techniques, guiding freshmen to recognize their own emotions, learn effective emotional regulation methods, and enhance psychological resilience. The third level is the deep growth level. It is designed for freshmen with strong adaptability who pursue self-improvement and deep development. This level provides reading resources involving high-level topics such as personal career planning, values exploration, and leadership development, helping freshmen clarify their life direction, tap into their potential, and achieve the leap from adaptation to growth.

4.1.3 Filter and match reading resources

Based on the characteristics and goals of different levels, carefully select reading resources that match them. The types of resources are diversified, covering various forms such as paper books, electronic literature, and audiobooks, to meet the different reading habits and scenario needs of freshmen. The content balances professionalism and interest, ensuring that the reading resources are both professional and authoritative, providing accurate and effective information and guidance for freshmen, while also having a certain degree of interest and readability to stimulate freshmen's reading interest. Experts and scholars in related fields can be invited to review and check the resources, while organizing freshmen to read and provide feedback, and adjusting and optimizing based on the opinions. Regularly update the resource library, and with the development of the times and changes in freshmen's needs, timely update the reading resource library. Pay attention to new developments, new research results in the field of education, as well as hot topics that freshmen are concerned about, introduce the latest high-quality reading materials, and maintain the freshness and attractiveness of the resources.

4.2 Create diversified forms of reading activities

4.2.1 Conduct reading lectures and training

Regularly invite reading experts, psychological consultants, outstanding alumni, etc. to hold reading lectures and training activities for new students. Reading experts can share reading methods and techniques, such as how to read quickly, how to take reading notes, how to conduct critical reading, etc., to help new students improve reading efficiency and quality; psychological consultants can explain how to regulate emotions and relieve stress through reading, combining the principles and methods of reading therapy; outstanding alumni can share their reading experiences and growth stories during their adaptation period in university, providing reference and inspiration for new students.

4.2.2 Organize reading clubs and groups

Establish reading clubs and groups oriented towards classes, majors, or interests to provide a platform for freshmen to communicate and share. Each club or group can select one or more books related to adaptive education for joint reading and regularly organize discussion activities. During the discussion process, freshmen can share their reading experiences, confusion, and gains, listen to others' viewpoints and insights, thereby deepening their understanding of the book content and enhancing mutual understanding and friendship.

4.2.3 Create an immersive reading and healing space

The physical environment has a significant impact on the effectiveness of bibliotherapy. Based on the principles of environmental psychology, universities should design specialized bibliotherapy spaces to promote psychological relaxation and cognitive adjustment. The space design should consider three elements: comfort, privacy, and interactivity. The space should have diversified functions, including both individual quiet reading areas and group sharing areas. Regular activities such as book clubs and author lectures should be organized in the space to enhance interactivity and sustainability. Research has shown that freshmen who participate in space activities have significantly improved adaptability.

4.3 Establish a professional reading guidance team

4.3.1 Train teachers' guiding ability

Schools should strengthen training on reading therapy for teachers, enhancing their reading guidance skills and professional expertise. This can be achieved by organizing teachers to participate in relevant training courses and seminars, inviting experts in the field of reading therapy from both domestic and international backgrounds to deliver lectures and guidance. This will enable teachers to understand the theories and methods of reading therapy, grasp how to select appropriate reading materials based on the needs and characteristics of freshmen, how to guide freshmen in reading and discussion, and how to evaluate the effectiveness of reading therapy. For instance, a specialized training course on "The Application

of Reading Therapy in Adaptation Education for University Freshmen" can be held to provide systematic training and learning opportunities for teachers.

4.3.2 Recruit student volunteers

We are recruiting students who are interested in reading and possess certain organizational and communication skills to serve as reading volunteers, assisting teachers in conducting reading therapy activities. Student volunteers can leverage their peer advantage to establish trust and friendship with new students more easily, guiding them to participate in reading activities more effectively. Schools can provide training for student volunteers, enabling them to understand the basic knowledge and activity process of reading therapy, and master the skills of communication and interaction with new students. For instance, organizing a "Reading Volunteer Training Workshop" can enhance students' service capabilities and proficiency through role-playing, case analysis, and other methods.

4.3.3 Introduce professional psychological counselors

Invite professional psychological counselors to join the reading guidance team to provide more professional psychological support and counseling for new students. Based on the psychological status and reading feedback of new students, psychological counselors can develop personalized reading therapy programs for individual students, helping them solve psychological problems encountered during the adaptation process. At the same time, psychological counselors can also work closely with teachers and volunteers to jointly evaluate the effectiveness of reading therapy and adjust activity plans and strategies in a timely manner. For example, psychological counselors can regularly communicate with members of the reading group to understand their psychological changes and reading needs, and provide professional advice for group activities.

4.4 Improve the evaluation system of reading therapy

4.4.1 Formulate evaluation indicators

Establish a scientific and reasonable evaluation index system for reading therapy, assessing the effectiveness of reading therapy from multiple dimensions. Evaluation indicators can include reading behavior indicators such as reading time, reading volume, and types of books read; psychological state indicators such as emotional stability, stress level, and self-awareness; and adaptability indicators such as learning adaptability, interpersonal communication skills, and self-care ability. By comprehensively evaluating these indicators, we can fully understand the impact of reading therapy on freshman adaptability education.

4.4.2 Adopt multiple evaluation methods

The evaluation method combines quantitative evaluation with qualitative evaluation, and process evaluation with summative evaluation. Quantitative evaluation can collect data through questionnaire surveys, psychological tests, and other methods to conduct quantitative analysis of freshmen's reading behaviors and psychological states. Qualitative evaluation can delve into freshmen's reading experiences and growth changes through interviews, observations, and work analysis. Process evaluation focuses on tracking and evaluating each link in the process of reading therapy activities, identifying problems in a timely manner, and adjusting activity plans; summative evaluation summarizes and evaluates the final effects of reading therapy activities, providing a basis for future activity improvement.

4.4.3 Feedback and improvement

Based on the evaluation results, timely feedback on the effectiveness of reading therapy should be provided to new students, teachers, and the school. This allows new students to understand their progress and shortcomings, enables teachers to adjust their teaching strategies and methods, and prompts the school to optimize the allocation of reading resources and activity arrangements. Simultaneously, corresponding improvement measures should be formulated based on the issues identified in the evaluation, continuously enhancing the application of reading therapy in the adaptive education of university freshmen. For instance, if the evaluation reveals that new students have low interest in reading certain types of books, the school can adjust its library resources and add more books that meet the needs of new students; if the organizational form

of reading activities is found to be ineffective, teachers can improve the activity plan to enhance its attractiveness and participation.

In the context of increasing emphasis on mental health education in universities, reading therapy, as a psychological intervention method that combines scientific rigor, cost-effectiveness, and sustainability, provides innovative ideas for the adaptability education of university freshmen. This article systematically analyzes the psychological characteristics and adaptation issues of university freshmen, and combines the theoretical basis and practical advantages of reading therapy to propose specific paths such as a graded service system, diversified activity forms, and professional team building. It provides a theoretical basis and practical reference for universities to carry out psychological adaptation education for freshmen. In the future, the application of reading therapy in university education still needs further exploration of interdisciplinary integration mechanisms and long-term evaluation systems, in order to fully leverage its positive role in promoting students' mental health and comprehensive development. This research not only expands the application scenarios of reading therapy but also provides new directions and possibilities for university mental health education work.

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