

Narrative Reading Therapy: Application Practice and Exploration of Psychological Intervention for College Students in the New Era

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DOI: [10.36347/sjahss.2024.v12i01.003](https://doi.org/10.36347/sjahss.2024.v12i01.003)

| Received: 07.12.2023 | Accepted: 03.01.2024 | Published: 12.01.2024

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Abstract

Review Article

In the new era, college students are in a critical period of shaping their personality and values and are vulnerable to the influence of the Internet and family environments. At the same time, the social-psychological assistance service is not yet perfect, which leads to their failure to receive timely adjustment when they have psychological abnormalities. To solve this problem, this article conducts a comparative study by integrating traditional psychological Therapy and currently popular psychological Therapy and proposes that the use of narrative therapy theory and reading therapy theory can effectively intervene in the psychological abnormalities of college students in the new era, and discusses the practice and application prospects of this method.

Keywords: New era, college students, narrative therapy, reading therapy.

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I. BACKGROUND

With the widespread use of the Internet and the Internet of Things, society has entered a new era of rapid change. As a result, college students are experiencing increasingly complex psychological issues, such as cognitive dissonance, high mental stress, anxiety, tension, confusion, depression, and other abnormal conditions. Unfortunately, traditional psychological treatments such as medication and counseling can be quite expensive, making them unaffordable for many families. Despite state control over prices or subsidies, the psychological treatment market still faces a supply shortage. For ordinary and low-income families, if the underlying causes cannot be effectively addressed or good psychological resilience is not developed, it can become an endless "anti-cancer" campaign and an unbearable treatment expense. In addition, most low-income families in China do not attach importance to mental health, and some universities do not have well-established mental health service departments, leading to many college students with psychological abnormalities not receiving practical help and causing a large number of social incidents. Therefore, the "China National Mental Health Development Report (2021-2022)" found that young people are a high-risk group for depression, and age differences in anxiety risk detection rates show a similar trend.

In the new era, the redundant social environment has brought unprecedented psychological dilemmas to Chinese college students' lives, studies, and work. Negative social attitudes such as emptiness, impulsiveness, and anxiety continue to resonate and spread in today's online society [1]. They develop a continuous negative attitude towards themselves and the external environment, burdening their studies, work, and life. From the perspective of psychological development, the college years are a time of personal identity formation, during which values play a crucial role. Confusion in values is an essential source of negative attitudes and psychological confusion among college students, which requires high vigilance and attention [2]. For society, the values and behaviors of Chinese college students in the new era have an essential impact on social stability and development. If college students experience confusion in their values, it may lead to diversifying and intensifying conflicts in social values, causing social instability and chaos. At the same time, mental illnesses may also lead to a decline in social skills among college students, affecting social interactions and interpersonal relationships, further exacerbating social disharmony. The psychological problems of college students in the new era are also national issues. Chinese college students in the new era are the future builders and successors of the country. If they develop mental illnesses that lead to confusion about their values, it may affect the country's

political stability, economic development, and social progress. The country's future relies on the wisdom and strength of these young people, and if they cannot play their due role, the country's future will be severely affected.

In brief, due to the popularity of the Internet and the development of the times, college students in the new era are facing unusually complex psychological problems. However, current psychological treatment methods are expensive, and many college students with psychological abnormalities do not receive practical help, leading to frequent incidents of self-harm. Studying the psychological problems of college students is of great significance for personal development and social stability and is also an essential guarantee for the country's future development.

II. Causes of Psychological Disorders among College Students in the New Era

College students in the new era are natives of the Internet age. They have grown up in an environment of information explosion since childhood and possess a way of thinking and behavioral habits different from previous generations. They value individual expression, pursue the realization of self-worth, and also possess a strong sense of responsibility and mission. They have a rich knowledge base, broad horizons, and the ability to engage in cross-cultural communication and collaboration. Chinese college students in the new era have grown up in an era where the Internet is highly integrated into their lives, and they possess traits of being enterprising, pragmatic, and actively engaged in national construction, as well as a broad international perspective. Chinese college students are romantic, responsible, and have active minds in the new era. They also possess psychological characteristics of de-individuation, openness, and autonomy [2]. They are the leaders of the knowledge and network economies and the leading force for China's future construction. However, due to issues such as a complex social environment, information overload, information concealment on the Internet, educational problems for Generation Z in a meritocratic society, post-pandemic unemployment, family problems, and more, they are also facing unprecedented psychological pressure and challenges.

2.1 Social Factors

2.1.1 Information obscurity in the Internet era

Information obscurity in the Internet era has caused identity anxiety among college students. Data analysis also provides precise information push for college students, but this can also lead to the manipulation and distortion of their lives and the obscuration of the information they receive. This situation traps college students in an "information cocoon," resulting in cognitive limitations among the student population and subsequently leading to aesthetic deformities and the formation of "network islands" of personalized "isolation." It is generally believed that

algorithms play a dominant role, so this largely ignores the perspective of user subjectivity [3]. However, the random connection between different groups in the online society, as well as multiple pressures and multiple choices, threaten the internal coherence of self-identity and self-narration among college students, leading to identity anxiety. In other words, the Internet has created obstacles to the healthy development of personal personality and self-awareness. Information obscurity and cultural shock cause a disconnect and rupture between the online society and the real society, seriously weakening the socialization function of traditional institutions and making vertical constraints ineffective.

2.1.2 Educational issues for Generation Z in a meritocratic society

In a society that values accomplishments, college students of Generation Z face significant challenges in Education. Factors such as demographic changes, regional conflicts, technological advancements, and globalization drive unprecedented transformation in the global labor market, posing significant challenges for these students.

Firstly, college students' skills may not align with the demands of future jobs. The knowledge and skills they have newly acquired may soon become outdated, putting them at a disadvantage in the job market [4]. Secondly, the diversification of online educational resources has diminished the direct competitiveness of college students while also accelerating the process of internal competition. Additionally, the post-pandemic era has not eased the issue of college student unemployment. The misleading information available on the Internet has further intensified their anxiety.

Beyond these challenges, there is also an absence of effective spiritual and intellectual connections between educational institutions in a meritocratic society. This has led to educational anxiety and the abnormal development of value rationality among college students, making it difficult for value rationality to fulfill its role in guiding their spiritual world [5]. Most Chinese college students attend schools prioritizing exam performance over all else, with little attention paid to bridging the gaps between educational stages. This approach leaves adolescents ill-prepared and needing more coping mechanisms when entering a new phase of their Education. Misleading internet information can also contribute to negative sentiments towards learning. A more pressurized learning environment may exist for students from families with better financial conditions, preventing them from drawing energy from their small inner world and potentially leading to psychological issues.

2.1.3 Youth Unemployment in the Post-Pandemic Era

In the post-pandemic era, the issue of unemployment has become increasingly severe, posing a significant challenge to college students. In the latter half of 2022, China eased its COVID-19 control measures, allowing economic recovery. While the economy has shown signs of improvement compared to the early stages of the pandemic, with numerous job opportunities emerging, it is still faced with many graduating college students urgently seeking employment [6]. This has led to an upward trend in the unemployment rate in China. The international economic situation remains grim, and the implementation of unlimited loose monetary policies by foreign countries to stimulate economic recovery has created upward pressure on global inflation. The potential adverse impact of imported inflation on China's economy in the future remains uncertain.

Secondly, college students often need more coping abilities when faced with unemployment. They may need more practical work experience or effective job-seeking skills, making it more difficult to find employment. Additionally, misleading information on the Internet can influence their employment perspectives. Some untrue information may lead them to understand the job market and make better decisions. The pandemic has also caused premature aging of the brain and cognitive sequelae in adolescents, which weakens their emotional regulation and executive functions, making them more susceptible to the allure of the Internet. Furthermore, with most workers in China having a small gap between their income and expenses, long-term unemployment can lead to food and shelter issues for many people [7]. The severity of unemployment has already harmed the mental health of college students.

2.1.4 Family Factors

The family is the basic unit of people's lives, and the moral character and parenting styles of parents can affect the mental health of their children [8]. Furthermore, the level of Education of parents can influence the willingness of college students to seek social support [9]. In the new era, the economic conditions of families can also easily cause identity anxiety among college students.

In the new era, it is difficult for most parents to serve as role models for their children due to their excessive focus on their children's performance in school and test scores, without paying attention to the cultivation of their children's moral character and psychological qualities. This can lead to the emergence of psychological abnormalities in children [8]. Parents who cannot correctly apply scientific mental health education strategies and cannot adjust their children's psychological state are very detrimental to their children's growth and mental health. This directly affects the situation when children enter university, and parents begin to pay attention to their physical and mental state. Still, they cannot effectively communicate with them,

making establishing a harmonious parent-child relationship impossible.

College students learn implicitly from their parents' attitudes and behaviors towards them and treat themselves and others similarly. In clinical practice, more researchers have found that parenting styles correlate with abnormal psychology in college students and play an essential role in forming healthy personalities and good social adaptability in normal individuals [10]. Some parents have poor lifestyle habits, such as gambling, smoking, and other unhealthy behaviors, which can cause their children to "learn by example" and result in psychological abnormalities in their children [11].

2.1.5 Traditional Concepts and Other Social Factors

There is a significant difference between traditional mental illnesses and contemporary academic concepts. Most parents of contemporary college students do not understand the meaning of psychological illnesses and do not attach importance to their impact on children. Additionally, there is widespread social stigma and discrimination in seeking medical treatment and employment, so college students with mental abnormalities are often not detected and assisted and only noticed by those around them when their conditions have worsened to the point of crisis.

Moreover, China's mental health resources remain insufficient overall. Modern technology has led to unfair wealth accumulation, worsening disparities between the rich and the poor, and social stratification and immobility. All these factors can lead to psychological abnormalities among college students.

2.2 Individual Factors

2.2.1 College Students' Self-Cognition Disorders

College students today are in the age of intelligence and are exposed to a wide range of information from the Internet, some of which may be unreliable. College students are more vulnerable to the influence of information spread by the media. If they do not have a solid cognitive system, they may quickly develop self-cognition disorders. Biased public opinion can lead to users receiving incorrect information and forming incorrect beliefs, significantly impacting young people [12]. The customization features of online communities, such as nicknames and avatars, are often used for illegal activities, leading to college students over-camouflaging themselves and causing personality disorders. Additionally, college students who are not physically attractive are prone to negative emotions such as an inferiority complex and stubbornness [13]. For example, some college students may develop inferiority complexes due to physical defects or distorted aesthetic standards.

2.2.2 Lack of Self-Efficacy in College Students

The lack of self-efficacy in college students mainly originates from the parenting styles in their

original families and emotional issues during puberty, leading to a weak emotional support system and attachment behavior disorders, resulting in a significantly lower sense of happiness for college students. With the progress of the times, college students' physical maturity has advanced, but their mental maturity has yet to develop fully. This can lead to confusion about physical changes and a vague emotional connection with the opposite sex. With the continuous progress of the times, premature physical maturity among college students has become increasingly evident [14]. Social networking software has made online relationships popular, but these relationships need more sincerity. The numerous problems brought about by love and sex lead to adverse psychological phenomena among many students [15]. The Internet age has made interpersonal relationships more virtual, leading to less face-to-face communication and a weaker emotional support system for college students [16]. Relying on online social interactions and emotional expression does not facilitate the development of love, long-lasting relationships, or intimacy, leading to attachment behavior disorders.

2.2.3 Major Accident Trauma

College students who have experienced significant accident trauma may suffer from some psychological issues. According to relevant research, earthquakes, floods, epidemics, violent crimes, car accidents, etc., can all have a particular psychological impact on individuals. Earthquakes can cause anxiety in disaster victims [17]. For example, during the pandemic, college students are prone to anxiety, obsessive-compulsive, and psychological distress. They are particularly prone to more serious psychological problems in terms of anxiety and horror [18]. Violent criminal incidents can cause fear, anxiety, and hostility in the victims [19]. Car accidents not only cause physical injury to the injured patients but also have a significant impact on their mental state [20].

2.2.4 Physical Diseases

College students who have physical disabilities caused by accidents or who have underlying physical diseases may also have a large number of psychological problems that need to be addressed. Physical diseases can cause hormone imbalances that lead to depressive symptoms. For example, the onset of depression is closely linked to thyroid function, and some physical diseases can lead to hypothyroidism and subsequently trigger depression. The high medical costs associated with treating physical diseases can lead to financial hardship for families, increasing the stress on individuals with physical illnesses and potentially leading to psychological disorders such as anxiety disorders. College students with physical diseases may also experience discrimination, ridicule, neglect, or over-care from others, which can also lead to psychological problems.

In summary, the main psychological problems among college students in the new era arise from the drawbacks of the internet age and self-cognition issues, which have seriously affected the mental well-being of college students. To address the issue of online social networking, Chen Shengjun and Bi Hongmei suggest that it can promote "harmony between the virtual and the real" among college students and build a "fully developed" self [59]. This suggests that the solution lies in stimulating self-awareness and self-adjustment abilities among college students. If not addressed promptly, it may lead to problems such as self-perception, social interactions, planning, and responsibility among college students and even trigger extreme behaviors [21]. The impact of psychological illnesses on college students is also multifaceted, potentially leading to learning difficulties, strained interpersonal relationships, and emotional fluctuations, which can further affect academic and career development and even lead to extreme behaviors such as suicide or violence. Addressing the psychological problems of college students requires careful consideration of various factors, adoption of comprehensive measures, and timely psychological intervention and treatment to promote their overall development.

III. The exploration of current psychological treatment methods

Psychological treatment and mental health education are important ways to solve psychological problems. Still, different methods have their advantages and disadvantages, and choosing suitable treatment methods and education methods is crucial for solving psychological problems and improving psychological quality. There are several standard psychological treatment methods as follows:

3.1 Pharmacotherapy

Pharmacotherapy is a standard method for treating psychological diseases. It often requires long-term medication and may have side effects. Moreover, pharmacotherapy cannot wholly cure psychological diseases. Symptoms may reappear after stopping the medication, which leads to many psychological illness patients or the need for long-term medication to stabilize the condition. First of all, pharmacotherapy requires a high level of quality for psychiatrists, and imported drugs are also beyond the reach of ordinary families. For young people, taking medication for some time requires cooperation with doctors to adjust the dosage, and the process requires strict supervision from guardians. Both human and material resources will be an excellent consumption for college students.

3.2 Psychological Counseling

Psychological counseling is a psychological treatment method that solves psychological problems through talk. It can help college students better understand themselves, solve psychological problems,

and improve their psychological quality. Typically, therapists use multiple treatment methods to serve visitors, such as psychoanalysis, cognitive behavioral, sand tray, family, hypnotherapy, Morita, music, etc. However, psychological counseling emphasizes the professionalism of counselors and has a long treatment cycle, so it may take more time to solve acute psychological problems. Limited by environmental resources, counseling services may not be easily accessible to everyone, especially in resource-limited areas. Psychological counseling costs vary depending on region, institution, counselor experience, and qualifications. Besides considering price factors, attention should also be paid to the counselor's professional background, experience, and reputation when selecting a counselor. Psychological counseling costs are usually relatively high, and ordinary young people do not have the corresponding economic conditions.

3.3 Cognitive Behavioral Therapy

Cognitive behavioral therapy is a method that alleviates psychological problems by changing thinking patterns and behavior habits. It is also one of the commonly used methods in psychological counseling. Its advantage is that individuals can quickly form healthier cognitive and behavior patterns with significant short-term effects through counseling and practice. Compared with other treatment methods, cognitive behavioral therapy has lower costs and allows individuals to participate actively in the treatment, cultivating their self-management and problem-solving abilities. However, its treatment effect is limited by individual willingness, and for some severe psychological problems, more than cognitive-behavioral therapy may be required to solve them completely.

3.4 Interpersonal Psychotherapy

Interpersonal psychotherapy promotes mental health by improving interpersonal relationships. This therapy emphasizes the role of social factors, helping individuals improve their interpersonal relationships and adapt to the social environment; it focuses on emotional expression and communication, which can help individuals gain comfort and support. Similarly, this method requires a high level of therapist expertise, and the treatment cycle is relatively long and costly. Additionally, some individuals who are introverted or socially anxious may initially feel uncomfortable and stressed. Group therapy utilizes mutual sharing and support to achieve therapeutic goals. The advantages are that group members can provide the social support they need for one another; by sharing different experiences and perspectives, individuals can more comprehensively understand their problems. Compared to individual therapy, group therapy is more cost-effective. However, this involves privacy issues, and the leader's abilities and experiences within the group can significantly impact the treatment outcomes. Family therapy also focuses on the dynamics of the entire family by changing the interactive

relationships among family members to solve problems. This therapy is systematic, focusing on the family as a whole rather than individual members and understanding the role of family structure and various forces. By changing family interaction patterns, it can lead to long-term treatment effects. However, it requires the participation of all or most family members, which may encounter cooperation issues, and cultural differences in family structure and values may affect treatment outcomes.

3.5 Mental Health Education

There are also important methods for preventing and solving psychological problems in mental health education. First, lectures and training courses. This method can quickly deliver knowledge or information to a large audience, and the content is usually carefully organized and prepared to ensure the accuracy and completeness of the information. However, the content needs more personalization and may only suit some listeners. Second, mental health workshops. Workshops usually include practical activities such as role-playing, group discussions, etc., allowing participants to experience and apply the knowledge they have learned. Workshops encourage interaction and sharing among participants, helping to establish a supportive network. Due to time constraints, workshops may not cover all relevant content, and they may need to provide more in-depth and detailed information for some complex issues. Third, online mental health education resources. Online resources can be accessed anytime and anywhere without geographical restrictions, and they are diverse, meeting different people's learning needs. However, much online information can make it difficult for users to screen and find reliable and accurate content. Using online resources also requires a certain level of technical ability and equipment support. Fourth, school and community mental health projects. School and community projects usually run long, providing mental health education and support in a continuous environment. These projects usually involve multiple aspects and have comprehensive content. However, due to insufficient funding and resources, school and community mental health projects may be challenging to implement in some areas. Additionally, the design and implementation of these projects may need to consider different cultures and backgrounds to ensure their effectiveness and relevance.

3.6 The key to solving psychological problems for college students in the new era

Based on the above psychological treatment methods, we have integrated the key to solving psychological problems for college students in the new era. Firstly, psychological problem-solving should not be limited to medication or counseling alone; instead, it requires a comprehensive consideration of multiple methods for college students in the new era. Each method has advantages and disadvantages, so choices should be made based on individual circumstances and needs. With

the development of technology, new treatment methods and techniques are constantly emerging, and mental health education plays a vital role in preventing psychological problems. College students should have convenient and flexible access to mental health learning resources. These resources can be accessed without time or space constraints, improving the popularity and accessibility of mental health education. College students in the new era need to possess self-management and problem-solving abilities. Additionally, individuals from different cultural backgrounds may have different psychological problems and needs. Therefore, cultural factors must be considered during treatment to ensure that treatment methods are appropriate and effective. Establishing a multi-party mental health support network involving schools, communities, families, etc., can provide comprehensive mental support for college students. This network support system can help college students get timely assistance, reducing the impact of psychological problems on them.

IV. Narrative Reading Therapy

The new era is an essential period of social development in China today, and the role of psychology in promoting social stability and stability is crucial. The practice has proved that the modernization of social governance in China today cannot be separated from the support of psychology. Strengthening social psychological services is essential to achieving good governance of society and further promoting the modernization of governance systems and governance capabilities [22].

From the perspective of the development of the Sinicization of psychological science in the past century [23], the development of Chinese psychology needs to start from the issues that Chinese people care about, follow a path with Chinese characteristics, and then form a psychological science theoretical system that is in line with China's national conditions. Based on the current causes of psychological diseases among college students in China and the standard psychological treatment methods on the market, the author wonders whether it is possible to apply the role of trauma externalization in narrative therapy comprehensively and the idea of internalization in traditional reading concepts, so that individuals can achieve "harmony" in their minds and shape their psychological resilience?

4.1 Narrative Therapy

4.1.1 The concept of narrative therapy

Narrative therapy, also known as narrative psychological treatment, originated from the therapeutic work of Michael White and David Epston in the field of family in Australia in the 1980s. Narrative therapy seeks a respectful and non-accusatory approach that empowers

individuals to become experts in their own lives. It separates people from their problems and assumes that individuals possess many skills, abilities, beliefs, commitments, etc., to help mitigate the impact of life's problems [24]. The essential operation is that narrative therapists listen with curiosity to the expressions of visitors and explore their life treasures together [25].

The theory of narrative therapy is that people create meaning in life based on the stories of their own lives [26]. A person's story is a first-person narrative, which means that the individual defines themselves based on memories of past life, current life, roles in social and personal environments, and relationships with significant others [27]. Additionally, the focus of narrative therapy is cognitive issues, and most psychological problems arise from social, cultural, and political backgrounds [27]. The source of story representation results from the influence of an individual's primary family, other significant others, and social-cultural instructions [28].

4.1.2 Application of Narrative Therapy

Currently, narrative therapy has been widely applied in the treatment of schizophrenia patients [29], depression, autism, psychological Intervention in colleges, and psychological Intervention for plastic surgery patients [30], and has received a lot of empirical evidence to support its effectiveness. At the same time, this therapy has also achieved specific empirical support in other psychological disorders and patient groups.

In terms of adolescents, narrative therapy can alleviate depression and anxiety and improve various behavioral or psychological disorders [31]. Additionally, therapists have applied narrative therapy to children, college students, and patients with learning disabilities, intellectual disabilities, personality disorders, and mental illnesses and have achieved positive results [32], helping them to reconstruct their life experiences. Additionally, narrative therapy has also been widely used in areas such as eating disorders, sexual abuse, autism, Asperger's syndrome, child substance abuse, domestic violence, marital conflict, bereavement reactions, and HIV adaptation. Some scholars have also applied narrative therapy to psychological crisis intervention after emergencies [33], potential crisis intervention for first-year students at university [34], psychological crisis intervention for college students [35], crisis intervention for suicide attempt students [36], college students' psychological Education [37], intervention in community correction services [38], group psychological crisis intervention [39], individual case counseling for floating children [40], and other aspects.

The specific application of narrative therapy in clinical practice is reflected in clinical narrative nursing. Narrative nursing interventions can promote patients' understanding of their diseases and lives, improve adverse emotions, increase compliance and satisfaction

among hospitalized patients, improve the relationship between patients and medical staff, increase trust, and facilitate disease recovery [41].

4.1.3 Application of narrative Therapy combined with other therapies

In terms of the combination of narrative therapy with other therapies, Banting and Lloyd [42] used a combination of cognitive behavioral therapy and externalization techniques in narrative therapy for children with obsessive-compulsive disorder. The clinical changes were significantly positive, and the subjects achieved the desired goals. A combination of narrative Therapy and behavioral cognitive Therapy was found to significantly reduce symptoms in patients with moderate depression [43]. Adding art therapy to narrative therapy can improve the therapist's and client's potential ability to externalize problems, thereby guiding clients to start a new life [44]. Art therapy and narrative therapy share certain theoretical similarities, which provide the possibility for combining the two methods in treatment. Art therapy techniques can improve the deconstruction process in narrative composition [45].

Other researchers have also attempted to combine narrative therapy with meaning therapy. Additionally, as video games become increasingly popular, using games as a therapeutic tool allows narrative therapists to connect and engage with more clients. Narrative therapists use role-playing video games (RPGs) to allow game users to explore other stories independently [46] and then work with the therapist to process these stories during counseling sessions.

4.1.4 Future of Narrative Therapy

Developed countries such as Australia, New Zealand, Canada, the United States, and the United Kingdom have conducted more research on narrative therapy, and most researchers have extensive experience and technical support when using narrative therapy in areas such as mental illnesses, major trauma events, etc. The use of narrative therapy is relatively mature. However, there is limited research on the use of narrative therapy in multicultural counseling. Studying race, gender, and other social issues from a social constructivist perspective is a future research trend. In a broad sense, narrative can be applied to the new era of multicultural communication environments, such as text, images, audio, video, live streaming, and other new narrative forms. The rich application scenarios of narrative therapy theory also fit the characteristics of the new era.

Although narrative therapy started relatively late in China, it has been widely applied to many areas of psychological treatment and social work due to its many similarities with Chinese cultural beliefs. The initial application results are sufficient to see its vast

development potential and unique advantages in the process of localization development in China.

Narrative therapy is a product of the revolution in postmodernism in psychology, and its main point is the positive interpretation of individual experience [47]. Although narrative therapy originated from postmodernism, it is not limited to postmodernist ideas but incorporates various therapeutic methods to present a philosophy of selecting the essence and developing oneself. This makes it have culturally solid adaptability [48]. Moreover, as a novel psychological treatment practice, narrative therapy is more rapid and efficient than traditional psychological treatment methods and is more suitable for people's fast-paced lives [49]. In social work, the localization development of narrative therapy has apparent advantages. For example, "externalizing the problem" is consistent with Chinese people's psychological characteristics of maintaining face and self-esteem. The "helping others help themselves" ideology is consistent with the harmonious therapeutic relationship between doctors and patients in psychological treatment [50].

4.2 Reading Therapy

4.2.1 Concept of Reading Therapy

The earliest reading therapy can be traced back to the West in the Middle Ages when doctors used to read the Bible or the Koran to help cure patients. The term "reading therapy" is extended from "bibliotherapy". However, in China today, reading Therapy lacks clear standards or norms. The reliability and validity of reading therapy are low, and the number of people who understand or accept reading therapy needs to be improved. Systematic implementation of reading therapy is rare.

Reading Therapy mainly uses literature as a medium, through self-help or guided reading by others, to help people gain identification, purification, and understanding, change their thinking and behavior patterns, and promote the improvement of personality and self-development to achieve the purpose of reading therapy. Reading therapy literature is broad-sense, constantly changing, and improving with the development of the times. Besides paper books and periodicals, it also includes various forms of knowledge carriers such as movies, TV dramas, webpages, audio, video, e-books, databases, and other multimedia documents based on the Internet. In the era of big data, college students' reading is diversified and very different from traditional paper reading.

Reading therapy can serve all those who need help, mainly divided into developmental reading and clinical reading [51]. Developmental reading therapy is used for health care, life cultivation, emotional regulation, disease prevention, cognitive and behavioral changes, or to assist in solving personal problems. Developmental reading therapy is mainly implemented

by guardians, teachers, librarians, social workers, psychological consultants, or seekers. Clinical reading therapy recommends literature as a complementary treatment for patients with physical or mental illnesses to read and use. It needs to be implemented by professional clinical or psychiatric doctors. In addition, there are other types of reading therapy, such as individual and group therapy, self-help, and other help.

4.2.2 The efficacy of reading therapy

The therapeutic effect of reading is beyond doubt. Simply reading itself has a healing effect. Providing support and guidance for patients during reading can improve treatment outcomes and benefit mental health [52]. Reading Therapy has been used in the treatment of mental illnesses for nearly a century and has compiled corresponding prescription books. Reading therapy can be used in various fields, such as somatic diseases, emotional problems, psychological barriers, and economic issues. The research on reading Therapy in China is still under exploration. But, In the context of Chinese literature, there has long been a saying about "spiritual" healing. Reading is an essential channel for personal socialization and a reliable way to obtain and generate a complete knowledge system for individuals [53]. Internalized guidance on reading can help to reshape self-development thinking [54]. Currently, there are many cases of reading therapy applications in China. For example, Gong Meiling at Taishan Medical College represents China's earliest research on reading therapy prescription formulas. In response to the relatively severe phenomenon of depression among college students, she has developed more than 20 anti-depressant prescriptions and multiple combinations of prescriptions for different symptoms.

A single intervention of reading therapy may lack "effectiveness" or require a longer treatment course. College students' reading habits, interests, and preferences for specific psychological therapies also objectively require combining multiple psychological therapies. Shandong First Medical University has established a three-dimensional reading therapy application model that includes applications such as film therapy and music therapy to improve the effectiveness of reading therapy treatment.

4.2.3 Comparing reading therapy with traditional therapy

Compared with traditional psychological treatment methods, traditional psychological treatment methods usually focus on problem-solving through dialogue. Traditional treatment methods usually require the guidance and supervision of professional psychologists, which can increase treatment costs and time. Reading Therapy is more flexible and autonomous, allowing it to be carried out at any time and place without needing professional psychological doctors' guidance and supervision. All that is needed is complete reading

instructions for patients to use themselves. They can control the treatment process by choosing suitable books and better understand and cope with their problems. Reading therapy is more cost-effective and comprehensive for patients, as it does not require professional therapists or expensive treatment equipment. It only provides comprehensive psychological support, including emotional, cognitive, and behavioral support, by reading information.

Some countries have successfully promoted and applied reading therapy to treat psychological problems. For example, in the United States, some libraries and public institutions provide reading therapy programs to help people cope with issues such as anxiety, depression, post-traumatic stress disorder, etc. Some schools in the UK have introduced reading therapy to help students cope with academic stress and other psychological problems. These successful cases indicate that reading therapy is a compelling psychological treatment method that can compensate for traditional treatment methods' shortcomings, providing more flexible, autonomous, economical, and comprehensive psychological support.

From this, reading therapy breaks the limitations of traditional one-on-one or one-to-many counseling models. Also, it provides multiple forms of coping strategies for the social changes brought by future technological development. Reading therapy can help college students maintain good psychological resilience in the social changes technological development brings.

4.3 The role of narrative reading therapy

Narrative reading therapy plays a vital role in promoting human spiritual harmony. Spiritual harmony refers to individuals being able to coordinate and run smoothly with internal knowledge, intention, emotion, and other factors around the core of self-consciousness when dealing with relationships with themselves, others, society, and nature. It is the unity of inner dynamics and statics [55] and the standard of personal socialization. Narrative reading therapy differs from general psychological treatment models in that patients can treat cognitive problems independently under positive guidance. The combination of narrative externalization and reading internalization is an effective way to achieve spiritual harmony and psychological resilience for college students in the new era.

Additionally, the application of narrative reading therapy meets the needs of dynamic self-development in postmodern society, expanding the coverage of psychological treatment resources and helping ordinary people who do not have the financial ability to use general psychological treatment methods, especially most college students. At the same time, narrative externalization and reading internalization also help college students constantly expand and improve their spiritual knowledge system, strengthening China's great rejuvenation. Narrative reading therapy also plays

an excellent psychological prevention role in building personal spiritual knowledge systems. Expanding cognitive boundaries and improving cognitive horizons can shape individuals' stronger psychological resilience and help them face different challenges in the future.

Contemporary people face many spiritual difficulties, mainly manifested in the contradiction between technological rationality and beliefs, the loss of wealth values, identity confusion in a multicultural background [57], and cognitive biases [58]. They need to seek spiritual balance and harmony. In the virtual network space constructed by digital media in the new era, publishing works and browsing online information combine narrative expression and reading behavior. Therefore, narrative reading therapy has become a powerful weapon against extensive narration and reading in the new era. When facing challenges, people with spiritual harmony can better adjust their mentality and behavior to deal with difficulties actively. For college students, narrative reading therapy helps them adapt to complex and rapidly changing social environments, shape good psychological resilience, and better respond to future challenges.

V. Limitations and Prospects of Narrative Reading Therapy

5.1 Limitations

Although narrative reading therapy is a powerful tool for improving the mental health of college students, it has some limitations. This type of therapy involves a range of disciplinary knowledge systems, including psychology, literature, philosophy, and sociology. However, the integration and improvement of these knowledge systems are still incomplete, which results in certain limitations and shortcomings in both theory and practice in reading therapy. Additionally, since narrative reading therapy is an emerging psychological treatment method, the construction of a professional talent team for this therapy must be strengthened. There are relatively few narrative and reading therapists, and their professional levels vary. This, to some extent, hinders the promotion and application of narrative reading therapy in the field of college students' mental health.

5.2 Prospects

Narrative reading therapy is a promising approach that has a bright future. The demand for mental health awareness is growing, and integrating narrative and reading therapy can reach a broader range of people, including diverse age groups, cultural backgrounds, and psychological conditions. This therapy will become more prevalent and widely accepted by consistently refining and improving treatment methods. With technology advancements, integrating "gamification" in narrative and reading therapy can introduce more innovative features.

5.2.1 Virtual Reality and Artificial Intelligence

Virtual reality (VR) technology can provide patients with immersive reading experiences, while artificial intelligence (AI) technology can help design personalized treatment plans. This innovative approach allows patients to undergo narrative and reading therapy in a virtual environment, simulating different scenarios and situations to enhance treatment effectiveness and patient participation. By analyzing patient data and utilizing machine learning, it becomes possible to assess patients' psychological status and needs more accurately, providing more precise treatment recommendations. This approach can reduce treatment costs, improve treatment effectiveness, and increase patient acceptance by combining narrative therapy with reading therapy and advanced technologies such as AI. It can provide adequate psychological support and assistance to more individuals, promoting the mental health development of individuals and society.

5.2.2 Fusion of Narrative Reading Therapy with Game Mechanics

The online gaming industry is gradually incorporating narrative reading theory, highlighting the potential for integrating narrative reading therapy with game mechanics. This integration can create a novel interactive platform, incorporating gaming elements to actively inspire college students to face challenges. The platform aims to engage students through captivating and entertaining activities such as story creation and role-playing, guiding them on self-exploration to understand their emotions, needs, and coping mechanisms. This approach enhances their cognitive abilities and broadens their horizons, laying a solid foundation for personal growth, societal contributions, and future prosperity in the digital age.

5.2.3 Interdisciplinary Collaboration and Innovation

Narrative reading therapy draws upon theories and methods from various disciplines, including sociology, anthropology, and literature, to better understand psychological issues. Collaboration across disciplines can lead to more effective treatment methods. In particular, the field of literary criticism on healing through literature can contribute to the development of narrative reading therapy. College students need exposure to various disciplines to enhance their overall qualities. By incorporating narrative reading therapy, colleges can provide an interdisciplinary perspective that combines knowledge and methods from different fields. This can foster innovative thinking and problem-solving abilities and enhance students' mental health.

5.2.4 Combination with Traditional Psychotherapies

Traditional psychotherapies usually follow a set of standard operational steps, while narrative reading therapy is more flexible and open. Narrative reading therapy usually involves interacting with individuals to comprehend their issues and using diverse methods to promote cognitive and emotional development. Traditional psychotherapies usually aim to resolve

individuals' psychological problems and symptoms. At the same time, narrative reading therapy focuses on improving their social adaptability and helping them develop optimistic thinking patterns and behavior habits. When combined, narrative reading therapy with traditional psychotherapeutic methods can provide patients with more comprehensive and effective psychological treatment services. This combination can promote cognitive, emotional, and social development and help individuals better understand and resolve their issues.

VI. CONCLUSION

This article emphasizes the significance of narrative reading therapy in shaping the psychological resilience of college students in the new era. By combining these two therapies, college students can be provided with creative and interactive treatment spaces that help them explore their inner selves, understand their emotions, find positive coping strategies, and build psychological resilience. Although there may be limitations and challenges, we have made reasonable predictions regarding the application of this method. We hope narrative reading therapy will be more widely applied to provide mental health support for college students. At the same time, we call on educators, psychologists, and all sectors of society to work together to create a healthy, positive, and inclusive environment for college students. Let us join hands to contribute to college students' mental health and future development.

Funding: National College Student Innovation Training Program in 2023 (Project NO: 202310579002).

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