INVESTIGATE THE FEASIBILITY OF BIBLIOTHERAPY ON CHINESE OVERSEAS STUDENTS IN UK

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Abstract

**Background.** Bibliotherapy has been widely used in the UK, as an effective therapy for improving mental wellbeing. However, the previous research has limited to study the Chinese overseas students in the UK, as the target participants.

**Aims.** In order to introduce an effective therapy for the Chinese overseas students in the UK, to improve mental wellbeing, this research aims to investigate the feasibility of bibliotherapy for Chinese overseas students in the UK.

**Methods.** The qualitative approach is the predominate method for this research, by using focus group to collect more in-depth information from Chinese overseas students. In order to provide more information to analysis data, a brief questionnaire has been completed before the focus group discussion. Coding has been used to analyze data, which aims to generalize the in-depth information into a theory.

**Results.** This research acquires different findings from three main perspectives, including bibliotherapy, the general models of bibliotherapy and the feasibility of bibliotherapy. In the aspect of bibliotherapy, reading has been selected, by the participants as the tool of improving mental wellbeing. The second perspective focus on the practice of bibliotherapy, which aims to collect the participants; opinions to the “Book on Prescription” model, “Get into Reading” model and “Read and You Service” model. Participants claimed different statements on the reading materials and the practice of those three models. Moreover, although Chinese overseas students have presented that bibliotherapy is feasible to conduct, more improvements are required, in order to satisfy the particularity of Chinese culture.

**Conclusions.** Bibliotherapy is feasible to the Chinese overseas students, based on the reading pattern of them. However, the specific improvements are required to adapt to the Chinese culture and habit, such as enriching more reading materials with real examples and stories in the BoP model and avoiding read aloud in the GIR model.
# Contents

1. Introduction .................................................................................................................. 8

1.1 Bibliotherapy ............................................................................................................... 8

1.2 General models of Bibliotherapy .................................................................................. 8

1.2.1 “Books of Prescription” (BoP) Model ...................................................................... 8

1.2.2 “Get into Reading” (GIR) Model ............................................................................. 9

1.2.3 “ Read and you service” (RAYS) Model .................................................................. 9

1.3 Why choose Chinese overseas students? ................................................................... 9

1.4 Research Aim and objectives ..................................................................................... 10

2. Literature Review ......................................................................................................... 11

2.1 Bibliotherapy .............................................................................................................. 12

2.1.1 Bibliotherapy .......................................................................................................... 12

2.1.2 Function of Bibliotherapy ....................................................................................... 13

2.1.2 General models of Bibliotherapy ............................................................................. 13

2.1.2.1 the BoP Model ...................................................................................................... 13

2.1.2.2 the GIR Model .................................................................................................... 14

2.1.2.3 the RAYS Model ................................................................................................ 15

2.2 Modern Bibliotherapy in UK .................................................................................... 15

2.2.1 Health Organizations .............................................................................................. 15
2.2.2 Public Libraries .................................................................................................................. 16

2.3 Chinese Mental Wellbeing .................................................................................................... 17
  2.3.1 Cultural Difference ......................................................................................................... 18
  2.3.2 Mental Health in China .................................................................................................. 19
  2.3.3 Chinese Overseas Student ............................................................................................ 20

3. Methodology ............................................................................................................................. 21
  3.1 Research Theory .................................................................................................................. 21
  3.2 Sample .................................................................................................................................. 22
  3.3 Data Collection ..................................................................................................................... 23
  3.4 Data Analysis and Discussion ............................................................................................... 23
  3.5 Ethic Issue ............................................................................................................................ 24
  3.6 Limitation .............................................................................................................................. 25

4. Results ....................................................................................................................................... 26
  4.1 Data analysis ......................................................................................................................... 27
    4.1.1 Survey .............................................................................................................................. 27
    4.1.2 Focus Group ................................................................................................................... 30
      4.1.2.1 Bibliotherapy ........................................................................................................... 30
      4.1.2.2 the BoP Model ......................................................................................................... 33
4.1.2.3 the GIR Model .................................................................................................................. 34
4.1.2.4 the RAYS model ............................................................................................................. 35
4.1.2.5 the feasibility of bibliotherapy .......................................................................................... 36

4.2 Discussion .................................................................................................................................. 40

4.2.1 Bibliotherapy ......................................................................................................................... 40
4.2.1.1 the Role of Reading ............................................................................................................ 40
4.2.1.2 Type of Reading Materials ................................................................................................. 41
4.2.1.3 Electronic Materials in Bibliotherapy .............................................................................. 43

4.2.2 General Models of Bibliotherapy .......................................................................................... 44
4.2.2.1 the BoP model .................................................................................................................... 44
4.2.2.2 The GIR model ................................................................................................................... 46
4.2.2.3 The RAYS model ............................................................................................................... 48

4.2.3 Feasibility of Bibliotherapy in China ..................................................................................... 50
4.2.3.1 Reading Pattern of Chinese overseas students ................................................................. 50
4.2.3.2 the Role of Public Library ................................................................................................ 51
4.2.3.3 Feasibility of Bibliotherapy ............................................................................................. 51

5. Conclusions ................................................................................................................................ 53

5.1 Bibliotherapy ........................................................................................................................... 54
5.2 General Models of bibliotherapy ............................................................................................... 54
5.3 Feasibility of Bibliotherapy for Chinese overseas students...................... 55

5.4 Overall Conclusion.................................................................................. 55

6. Recommendations.................................................................................. 56

Bibliography............................................................................................... 57

Appendix One............................................................................................. 62

Appendix Two............................................................................................ 68

Appendix Three.......................................................................................... 70

Appendix Four............................................................................................ 71

Appendix Five............................................................................................. 80
1. Introduction

1.1 Bibliotherapy

Bibliotherapy refers the treatment to improve mental wellbeing, by using different types of reading materials, including fiction, non-fiction, and poetry, which has been identified since 1930s. (Clarke & Bostle, 1988) Although the notion of bibliotherapy has been claimed in the USA first, the notion of “reading therapy” has been illustrated in improving mental wellbeing in the UK. (Clarke & Bostle, 1988, p.1) With the effectiveness, the importance of bibliotherapy has been concentrated, by more and more health professionals after the First World War and the Second World War. (Clarke & Bostle, 1988; Fanner & Urquhart, 2008) However, some arguments have been proposed with the development of the concept of reading therapy. Since the 20th Century, it has been noted that the roles of librarians has been paid more attention in bibliotherapy. (Fanner & Urquhart, 2008)

Nowadays, bibliotherapy has been further developed. Self-help bibliotherapy and creative bibliotherapy has been divided from bibliotherapy, which aims to provide more precise treatment to improve mental wellbeing of the public. Three general models have been concluded to the practice of bibliotherapy, which are books on prescription” (BoP) model, “Get into Reading” (GIR) model, and “Read and you service” (RAYS) model. (Brewster, 2011, p. 1 Brewster, Sen, & Cox, 2012, p. 186)

1.2 General models of Bibliotherapy

1.2.1 “Books of Prescription” (BoP) Model

The model of “Books of Prescription” (BoP) is the predominant model of the practice of self-help bibliotherapy, which focuses on providing self-help booklists to the patients to achieve the target of improving mental wellbeing. (Anderson et al., 2005) As a cognitive
behavioral therapy, the BoP model has been practiced widely in the UK. (Brewster et al, 2012)

1.2.2 “Get into Reading” (GIR) Model

As one model of the creative bibliotherapy, the “Get Into Reading” (GIR) model applies the reading group as the method. In the reading group, clients need to share the personal opinions about the same fictions or poetry with each other. (Davis, 2008) Furthermore, the way of reading aloud is a characteristic of the GIR model.

1.2.3 “ Read and you service” (RAYS) Model

The other model of creative bibliotherapy is the model of “Read and You Service”, which is based on the reading experience. (Kirklees Council, 2010, October) In comparison with the GIR model, the model of RAYS adds creative activities, such as creative writing into the model, which provides different experience to the clients. (Brewster, 2011)

1.3 Why choose Chinese overseas students?

Although bibliotherapy has been studied in a long period of time in the UK, the applications of bibliotherapy in China are limited. Due to cultural differences, the mental problem is still a relatively sensitive topic for Chinese people. In the research of Chan and Howard (2005), it has been claimed that it is difficult to discuss the psychological conditions with health professionals. It could be acknowledged that the cultural difference could restrict the improvement of mental wellbeing of Chinese people.

With respect to Chinese overseas students in the UK, a variety of influencing factors, such as the unfamiliar environment, cultural differences, and pressure, could affect their mental health in varying degree. It could be highlighted that the lack of awareness of bibliotherapy is negative for the mental wellbeing of Chinese overseas students, which need to be focused.
1.4 Research Aim and objectives

Aim

- This research aims to investigate the feasibility of bibliotherapy for Chinese overseas students in the UK.

Objectives

- Identify the reading experience of the Chinese overseas students
- Investigate personal opinions through the participants’ interpretation about different concepts of bibliotherapy
- Investigate the feasibility of bibliotherapy due to the respondents’ descriptions

In order to provide more information to the feasibility of bibliotherapy for Chinese overseas students to improve mental wellbeing, three objectives have been indicated. The first objective aims to identify the reading experience of Chinese students. As the precondition of the practice of bibliotherapy, the reading experience of Chinese overseas students could influence the acceptance of the therapy directly. The pleasant reading experience could motivate Chinese overseas students use reading as an improvement tool.

The second objective focuses on the participants’ opinions to the concepts of bibliotherapy, including the definition of bibliotherapy and the general models of bibliotherapy. It means that different key points, (E.g. the type of reading materials, the feelings of electronic materials and printed ones, the feelings of BoP model etc.) have identified from the basic notions, are discussed by the Chinese overseas students. This objective aims to identify more basic information about bibliotherapy from participants in order to complete the feasibility of bibliotherapy.
With respect to the investigation the feasibility of bibliotherapy, the third objective intent to conclude the opinions of the respondents as well. Although the second objective acquires more basic information of bibliotherapy, it merely concentrates on the key points of the therapy, which does not imply that the participants approve the feasibility of bibliotherapy. The explicit suggestions of the Chinese overseas students play essential role in concluding the findings for this research.

In this research, six sections are divided, which aims to discuss this research in different perspectives, including introduction, literature review, methodology, results, conclusion and recommendations. Introduction aims to illustrate the background information for this research. In comparison with the previous research, literature review could provide reliable theories and knowledge as the theoretical foundation. Methodology focuses on the method of this research, including more relevant information of the research method. The chapter of results is divided into two parts, which are data analysis and discussion. In this part, the research findings are summarized in a logical way. After concluding the whole research, recommendation concentrates on claiming the limitation of this research and giving the recommendations for further research.

2. Literature Review

This section aims to review the previous research in order to discover gaps in the relevant fields. These main themes will be discussed, including bibliotherapy, modern bibliotherapy in UK, and Chinese mental wellbeing. The section on bibliotherapy will provide more details about the concept, history, function and general model of bibliotherapy in illustrating fundamental knowledge. The second subsection will discuss the application of bibliotherapy in health organizations and public libraries in UK. Final part will introduce cultural issue, modern treatment in China of the mental health, and the current conditions of Chinese overseas students.
2.1 Bibliotherapy

Bibliotherapy is a mental wellbeing improvement therapy by providing different kinds of documents, including fiction, non-fiction and poetry. (Brewster, Sen, & Cox, 2012; Clarke & Bostle, 1988; Duffy, Haslam, Holl & Walker, 2009; Fanner & Urquhart, 2008) Heath et al (2005) have given a definition of bibliotherapy from a different angle, which has indicated that bibliotherapy aims to provide an access to the inside problems for the public by sharing books and stories.

With the development of bibliotherapy, the e-learning texts have been highlighted as an addition to bibliotherapy documents. (Fanner & Urquhart, 2008; Fanner & Urquhart, 2009, Marrs, 1995) It has been indicated electronic materials would be the trend for the future of bibliotherapy. (Fanner & Urquhart, 2008) Although most scholars insist the predominant role of the printed documents, some arguments are centralized on the role of e-text as well. For example, it has been doubted that not all of the electronic resources could be positive in the research of Brewster et al. (2012). Despite the use of electronic documents, Brewster et al. (2012) and Fanner & Urquhart (2008) have illustrated the effectiveness of other types of materials, such as audio documents.

2.1.1 Function of Bibliotherapy

It has been stated that bibliotherapy could benefit the primary care treatment, which could provide treatment to almost “90 percent” of the mental problems (Brewster et al. 2012, p. 185). As an effective treatment of improving mental wellbeing, bibliotherapy is positive to many psychological problems, such as depression, anxiety, alcohol dependence, self-harm. (Brewster et al. 2012; Chamberlain, Heaps, & Robert, 2008; Davis, 2008; Fanner & Urquhart, 2008; Liu et al., 2009; Marrs, 1995; NICE, 2005; NICE, 2009; Reeves & Stace, 2005) Moreover, it has been stated that bibliotherapy could benefit the mental wellbeing of children as well. (Heath et al., 2005) Clarke and Bostle (1988, p. 2) even have stated that the “reading therapy” could be more effective than the medicine treatments in improving mental wellbeing.
Although the effects of bibliotherapy have been demonstrated to some extent, there are some arguments among this notion as well. Brewster et al. (2012) have illustrated the immeasurable of different books could impact the effectiveness of bibliotherapy directly. Moreover, Fanner & Urquhart (2009) have stated that bibliotherapy has clearer effectiveness for the outpatients than inpatients, which needs further research. Although many scholars have supported the positive role of bibliotherapy for treating depression, Brewster et al (2012) have documented that bibliotherapy might be inappropriate for the people, who have concentration difficulties, caused by depression. It has been stated in the research of World Health Organization (2010) that depression could reduce the concentration, interest and energy of the patients to some extent, which have supported the claims of Brewster (2012). These arguments indicate the necessary of the future research in bibliotherapy, which has been supported by Heath, et al (2005).

Despite of the role in improving mental wellbeing of the public, bibliotherapy could be effective to decrease the time of waiting for treatment in health institutions, which increase the satisfaction of the public health for the public to some extent. (Brewster et al, 2012)

2.1.2 General models of Bibliotherapy

With the development of bibliotherapy, three main models play significant role in improving mental wellbeing in UK, which are “books on prescription” (BoP) model, “Read and you service” (RAYS) model, and “Get into Reading” GIR model respectively. (Brewster, 2011, p. 1; Brewster et al, 2012, p. 186) This subsection will introduce more details about these three models.

2.1.2.1 BoP Model

The Books on Prescription (BoP) model concentrates on providing a self-help reading list to improve mental wellbeing of the public, which is coherent to the cognitive behavioral therapy. (Anderson et al., 2005; Brewster, 2011; Brewster et al, 2012; NICE,
With respect to the efficacy of the BoP model, most scholars have indicated positive statements. Moreover, Anderson et al. (2005) has noted that self-help approach could provide an alternative way to administrate the life style and behavior, which could help people to improve mental wellbeing essentially.

Although the BoP model could benefit mental wellbeing, the effectiveness has to be doubted. It has been demonstrated that the immeasurable of the self-help books is an effect element of the effectiveness of self-help approach. (Anderson et al., 2005; NICE, 2009) Albeit the reliability of the Anderson’s (2005) research, it could not be convinced with the limited sample size. Furthermore, Chamberlain et al. (2008) have presented that some difficulty with literacy could influence the implementation of the BoP model. In addition, the patients’ motivation could be another uncontrollable variable. (Chamberlain et al., 2008)

2.1.2.2 GIR Model

The Get Into Reading (GIR) model aims to establish reading group for people, who are interested in the same book, by using discussion and reading aloud to help people. (Brewster, 2011; Brewster et al., 2012) Heath et al. (2005) claim that bibliotherapy could provide effective treatment for children by sharing books and stories. Although the research of Heath et al. (2005) is limited to illustrate the importance of bibliotherapy, it could be documented that it is valid to illustrate the essence of the GIR model to some extent. Davis (2008) has noted that the GIR model could help people to enrich confidence, concentration and social interaction with each other, which has been supported by the participant clients. Moreover, the significant role of the GIR model, in improving the mental wellbeing of the public, has been emphasized in the perspective of the public librarians. (Brewster, 2011; Davis, 2008) Although GIR could benefit the mental wellbeing, the training needs of the public librarians have been demonstrated to improve the GIR model.

2.1.2.3 RAYS Model
The Reading and You Service (RAYS) model focuses on providing a relaxing reading environment for people, who suffer from depression, by encouraging people to share the reading experience. (Brewster, 2011; Kirklees Council, 2010, October) In comparison with the GIR model, the RAYS model also establishes a reading group for the clients in order to provide more reading opportunities for the public. In addition to the establishment of a reading group, RAYS adds creative writing into the reading group as another essential strategy. (Brewster, 2011) As a significant pilot of the RAYS model, Kirklees uses fiction as the focus to implement creative bibliotherapy. (Kirklees Council, 2010, October) Duffy, Haslam, Holl and Walker (2009) have highlighted the positive role of RAYS in increasing mental wellbeing. Moreover, the benefit of RAYS has been illustrated in the research of Brewster (2011), it has been indicated that social bibliotherapy could not only provide reading experience to the clients, but it also increase the social connections with other people. Albeit the success of the RAYS in Kirklees, Brewster (2011) has pointed to limitations of RAYS model, which have doubted the effectiveness, due to the RAYS model is not an evidence-based model.

2.2 Modern Bibliotherapy in UK

The application of modern bibliotherapy in the UK could be trialed from both hospitals and public libraries. (Brewster et al, 2012; Chamberlain et al., 2008; Duffy et al., 2009) The partnership between health institutions and public libraries provides a more systematic treatment to improve the mental wellbeing of the public. This part will introduce the implementation of bibliotherapy in health institutions and public libraries.

2.2.1 Health Organizations

As the fundamental organizations for improving mental wellbeing, healthcare institutions are responsible to provide appropriate treatment plans in primary care. With the development of the bibliotherapy, the essentiality of the “network”, which links
healthcare institutions and public libraries, in improving mental health wellbeing has been highlighted (Brewster et al, 2012, p.193; Chamberlain et al., 2008; Heath et al., 2005). It has been indicated that the roles of psychiatrists and general practitioners (GPs) are significant to the practice of bibliotherapy (Brewster et al, 2012; Chamberlain et al., 2008). On one hand, psychiatrists could provide professional advice to the patients and public libraries. On the other hand, GPs are the primary administrators to manage the patients. Furthermore, some relevant reading material, including fiction, non-fiction and poetry, are provided to the “inpatients” as an effective treatment in the hospital. (Fanner & Urquhart, 2008, p. 246; Fanner & Urquhart, 2009)

As well as the role of healthcare professionals in modern bibliotherapy, different strategies have been implemented to promote bibliotherapy as well. Promotion activities and classes are staged in the hospital library services in virtue of the help of public communities, which aim at encouraging more patients to accept bibliotherapy.

2.2.2 Public Libraries

Although the role of public libraries in bibliotherapy has been highlighted in recent years, it could not be ignored as the other essential place to conduct the bibliotherapy treatment to benefit the mental wellbeing of the public. As part of the public community, public libraries concentrate on assisting the mental health institutions to provide relevant reading materials to the public rather than diagnosing patients. Thus, some of the public, who might have some potential and temporary mental issues, could be helped in public libraries. For example, children and adults, who have temporary mental problems, have been classified as the target consumers. (Fanner & Urquhart, 2008; Heath et al., 2005; NICE, 2005)

With regard to the strategies of public libraries, public libraries make efforts on undertaking three general models of bibliotherapy, including BOP, RAYS and GIR model, in providing different activities. Based on BOP model, self-help reading lists have been established. (Brewster et al, 2012, p. 186; Fanner & Urquhart, 2008, p. 247;
On the other hand, some reading groups have been implemented according to the guide of RAYS and GIR models. (Brewster, 2011) With the successful establishment, it has been demonstrated that more than 50 percent of the participants have highlighted the advantages of bibliotherapy in the research of Fanner & Urquhart (2008). Besides these main activities, a promotion strategy has been emphasized in public libraries as well. It has claimed that the leaflets and brochures are effective strategies to understand more about bibliotherapy for the public. (Brewster, 2011; Chamberlain et al., 2008)

The effectiveness of the bibliotherapy in public libraries has been questioned to some extent. It has been asserted that some people still felt uncomfortable to acquire mental-related materials from public libraries. (Fanner & Urquhart, 2008)

Moreover, the training of public librarians has been emphasized in the research of Fanner and Urquhart (2009). It has illustrated that training could help the librarians to help the public, who suffer form mental health issue. Heath et al. (2005) have also emphasized the importance of public librarians. In addition, in order to develop the current function of public libraries in the practice of bibliotherapy, the partnership with other public sector services, such as museums, has been highlighted, by some scholars. (Chamberlain et al., 2008; Fanner & Urquhart, 2009) The shortage of funding has been also identified as an influential factor to the practice of bibliotherapy in public libraries (Chamberlain et al., 2008)

**2.3 Chinese Mental Wellbeing**

In comparison with mental health in UK, the current mental health service in China is different. This part will focus on the Chinese mental health in cultural difference, modern treatment and Chinese overseas students situations separately in order to find the shortages in Chinese mental health services.
2.3.1 Cultural difference

With respect to the mental health in China, the particular Chinese culture has to be discussed firstly. Leung (1998) has stated that the Chinese culture has an inseparable relationship with mental health, which could not be ignored. However, the research of Leung (1998) has not discussed the details about the relationship between culture and mental health, which is limited to understand more about the process and innate character of the effect of culture.

Sandhu (1994) have the similar statements to the Leung (1998) and Yeh, (2003), which has illustrated that the internal and external factors could affect the students to improve mental wellbeing in a foreign country as well. Although the research of the Sandhu (1994) is based on the foreign students in USA, it has provided relevant information to this research. According to the research of Liu et al. (2009), it could be acknowledged that sensibility is one of the important opposite forces of Chinese people to cope with mental health problems. Liu et al. (2009) has documented that many Chinese people find it difficult to discuss mental problems with health professionals, which is coherent with the report of Chan and Howard (2005), and Leung (1998) to some extent. Nevertheless, an interesting point has been indicated in the research of Liu et al. (2009), which states that Chinese people prefer “self-help” treatment, according to the traditional oriental culture. It could be acknowledged that this viewpoint provides the feasibility of conducting bibliotherapy in China to some extent.

Humiliation is another negative element, which influences the improvement of mental wellbeing in China. (Harmon, 2008; Liu et al., 2009) Although the research of Sandhu (1994) has not select Chinese students as a particular group, it could be acknowledged that stigma could influence the foreign students to acquire the improvement of mental wellbeing. However, it has demonstrated that the same problem of stigma, which influence British people to access to the public libraries. (Ben-Zeev, Young, & Corrigan, 2010; Fanner & Urquhart, 2008) Although the problem of stigma seems to be a
conventional problem of improving mental wellbeing, there are rarely resources to explain the relationship between humiliation and culture differentiations. Thus, based on the oriental culture, attention should be paid to the problem of humiliation. According to the previous theories, it could be found that the traditional oriental culture plays a significant role on the mental health in China, which could not be ignored.

2.3.2 Mental health in China

Hospitals are the main place to acquire treatment, relied on by the modern Chinese mental health services, for the Chinese to improve mental wellbeing. It has been documented that drug therapy has been the domain approach for improving mental wellbeing in the research of Liu et al (2008). The unitary treatment could be one of the drawbacks of the modern Chinese mental health service. In addition, the lack of concentration on rehabilitation and effective promotion could limit the development of the Chinese mental service. (Harmon, 2008; Jianlin, 2000; Liu et al., 2008) It could be acknowledged that the current mental health service is limited to help the Chinese students to improve mental wellbeing.

Albeit the limitations of Chinese mental services, it has been demonstrated that bibliotherapy plays a positive role in improving the depression of human beings to some extent, which provides a relatively new approach to the Chinese mental health service. (Liu et al., 2009; Wang, 2011) Nevertheless, the promotion of the bibliotherapy could not be extensive to the total mental health services in China, which has highlighted more research in this field. Moreover, those research are identified the inpatients as the target respondents, rather than outpatients or other people with mild symptoms, which implies further research to study this field.

Compared with the role of British public libraries, the role of bibliotherapy of public libraries has been emphasized as a new field in the research of Shen (1998). Furthermore, Zhou has highlighted the university library service could benefit the practice of bibliotherapy as well. Although some researcher have presented the importance of
bibliotherapy, it could be acknowledged that the research of bibliotherapy in China has been studied in a short period of time, which requires further research to understand more in-depth information of bibliotherapy.

2.3.3 Chinese Overseas Student

Sandhu (1994) has proposed that overseas students could suffer from some mental issues, such as depression and anxiety, because of different reasons, such as cultural differences and unfamiliar environment. It also has been claimed that cultural differences could affect the mental situations of human beings. (Yeh, 2003) Although Yeh (2003) concentrated on the group of Chinese youth, some significant statements have been illustrated. Peer pressure and cultural difference have been indicated as significant influential factors to the students, which affect the mental wellbeing. However, there is a lack of understanding of how Chinese overseas students cope with the cultural differences experienced when studying abroad, and if this causes stress. Bibliotherapy may help if stress is encountered in such situations. Thus, the limitation of the previous research raises the interest in the relationship between Chinese overseas students and bibliotherapy as a research topic.

To sum up briefly, bibliotherapy has been studied in a long period in the UK, which has produced a mature system. Three general models, including BoP, GIR and RAYS have been accepted, although there are some arguments among those models. Additionally, the combination of the health organizations and public libraries plays an essential role in the practice of bibliotherapy. Nevertheless, more limitations of the mental health service in China have been identified in comparison with the UK. Moreover, cultural difference could not be ignored as an influencing factor to the mental wellbeing. As the significant group, Chinese overseas students need to be concentrated.
3. Methodology

This research aims to investigate the feasibility of bibliotherapy on Chinese overseas students in UK. In order to achieve more in-depth information from the participants, twenty-four qualified participants were selected to take part in this project. The whole research process was separated into two parts, including questionnaires and focus group discussion. All the collected data was with the participants’ permissions and ethical approval.

This section will introduce the methodology of this research from six aspects, which are research theory, sample, data collection, data analysis, ethical issue and limitations. Every subsection will state the relevant information to the method of this research in different angles.

3.1 Research theory

This part aims to document more theoretical information about this research. This research is instructed by the inductive approach, which is based on the observation to acquire theories. (Krueger, 1994; Saunders, Lewis & Thornhill, 2009) It has been stated that the inductive approach could create theory, which is based on the collection of new data. (Saunders et al., 2009)

The method of snowball is the method of recruiting the potential participants. It has been emphasized that snowball could provide more relevant potential participants for the researcher, which could increase the accuracy of the respondents. (Bryman & Bell, 2003; Saunders et al., 2009) According to the book of Saunders et al. (2009), four qualified participants have been recruited firstly. Those four participants have introduced other potential participants to take part in this research. The snowball method has helped the researcher to recruited qualified participants in a short time.

The qualitative method is the predominant method for this research, which has used focus group to acquire more in-depth information from the respondents. (Bryman & Bell, 2003; Saunders et al., 2009)
It has been claimed by Greenbaum (2000) that focus group is effectiveness to achieve qualitative data, which is appropriate for this research. As the moderator, the researcher has directed the discussion. Moreover, in order to classify the respondents, which could benefit to analyse data, survey has been undertaken in this research. A brief questionnaire has been prepared for every participant in order to classify data rather than collecting quantitative data.

As a qualitative analyzing method, ground theory could help the summarization of the data. (Bryman & Bell, 2003) Based on the research method, ground theory has been used in the data analysis procedure. The whole analysis procedure is based on the transcript data, which has been claimed in the book of Krueger and Casey (2009). All the data has been identified an initial code, which has been generalized into a specific titled catalogue. Based on those catalogues, the results have been concluded as the final results.

3.2 Sample

Twenty-four Chinese overseas students have been recruited in this research, including eleven females and thirteen males. In order to avoid the errors, causing by gender difference, the number of female and male has been controlled in the whole process. The participants have been distributed in to four groups evenly, which aims to acquire accuracy data.

All the participants are Chinese overseas students in UK, who had reading experience before. According to the requirements of this project, the factor of reading experience and Chinese overseas students has to be qualified by all respondents. Furthermore, due to all the participants were university students, their independent cognitive capability have provided more truly information when they discussed in the focus group. All these participants have been living in Sheffield, which has been convenience to recruit them to take part in this research.
3.3 Data collection

Data collection procedure has been separated into two steps, including questionnaire and the focus group discussion. Before the whole collecting procedure, an introduction document has been achieved by every student, which aims to provide more basic information about the bibliotherapy to the participants. The introduction documents contain six parts, which are the concept of bibliotherapy, basic information about BoP model, reading list of BoP model, basic information of GIR model, one comment, and a true story. (Appendix 1) Those types of information have been retrieved from different professional and technical websites in order to provide accurate information for the participants.

With respect to the brief questionnaire, it aims to understand the current situation of the participants rather than collecting quantitative data. Moreover, the data of the questionnaires provided more information about the previous mental situation of the respondents, as a support tool. However, the questions in the questionnaires, which have some sensitive questions, have not been discussed in the focus groups, which aim to protect the personal information of the participants. (Appendix 2)

The main collecting process is the focus group discussions, including four groups separately. Twenty open-end focus group questions have been discussed in every group. (Appendix 3) Those questions have focused on acquiring the information about the reading habits and the personal opinions of bibliotherapy, which have been effect to satisfy the research aims.

3.4 Data analysis and discussion

Coding is the predominant method to analyse the data from questionnaires and focus groups. All of the data are coded due to the raw documents, which provide the information for generalizing them into different catalogues. After coding data, the similar codes are concluded into a catalogue with the specific title. This step could be
There are three steps to analyse and discuss the data. Firstly, the data from the questionnaires are generalized to acquire the pattern of the participants, by using graphs. In this step, generalization is the main method. According to the questionnaires, the key words in the questions become the initial codes, which aims to conclude all the participants’ answer into a block. The generalized data could find out the potential trend and provide information in the data discussion procedure. Focus group data have been summarized in the second step, by using coding. As mentioned, all the data are classified into different codes. After crating initial codes, they are concluded in to a specific catalogue.

The final step is data discussion, which includes the combination of two parts of catalogues. The research data has been compared and contrasted with previous researches, in order to achieve the accuracy results. Though this procedure, the final results of this research could be achieved.

3.5 Ethic Issue

With regard to the ethic issue, three aspects should be focused in this research, because of the sensitivity of mental wellbeing. Before the data collection procedure, the participant information sheet (Appendix 4) and consent form have been prepared to the potential participants, which aim to provide all the information of this project to the participants. Participants information sheet contains all the basic information of this research, such as background information, rationales, methodology, research procedure, potential risk, benefits, and participants’ rights. Moreover, the records have been taken for data analysis, which also has been noted in the information sheet. Potential participants could achieve more relevant information to decide whether to take part in this research. All the participants has read and understood the contents of the
information sheet, and signed the consent form to represent they could attend in this research voluntary.

In the data collection stage, all participants are anonymity with a specific number for identity, which could protect the confidentiality and security of the participants. In addition, all the data has been stored in a password-protected computer, which could not be read by any others, except the researcher and supervisor. Furthermore, when the research is finished, all the raw data, including questionnaires, records of the focus groups, the translation documents of the records, will be destroyed appropriately. All the data could not be used in any other researches.

In the discussion procedure, all the questions in the questionnaires have not been discussed in order to protect the confidentiality of the respondents. Furthermore, the focus group questions have avoided sensitive questions to protect the participants from ethical risks.

3.6 Limitation

There are two limitations of this method. Firstly, the number of participants in this research could not provide a comprehensive results to present the feasibility of bibliotherapy on Chinese overseas students. Although more in-depth data have been generalized from the focus group discussion, the results of this research are difficult to represent all the opinions of the Chinese overseas students. Moreover, the reliability of the results could be another limitation as well. Although the questions have made effect on avoiding the sensitivity of the participants, the reliability of the data could influence the accuracy of the results to some extent.

The methods have challenged the data analysis process. According to the focus group, some specific answers have been achieved in the whole process, which is difficult to generalize into a catalogue. It could be claimed that the problem of generalization could
affect to conclude the potential trend and pattern of the respondents, which could influence accuracy of the final results directly.

In conclusion, qualitative approach has been used in the basic of inductive approach. Twenty-four qualified respondents have been recruited to take part in the focus group. Coding is the predominate method for the data analysis, with the help of a brief survey, which has been conducted before discussion. With respect to the ethical issue, all the research process is allowed with the permission of participants, which engages in protecting the participants’ information. Although this research tries to make it perfect, there are some limitations in the recruited of respondents and data analysis, which require further research.

4. Results

This section will introduce the results of this research, which will include two main parts, data analysis and discussion. Data analysis will focus on presenting the concluded results. The subsection of discussion will aim to evaluate the results.

Twenty-four participants were chosen to take part in this project, including eleven females (46%) and thirteen males (54%) respectively. These twenty-four participants are Chinese overseas students, who have reading experience when they felt down. Furthermore, the convenience factor has been considered to select the participants. In addition, seventy-five percentages of the participants (18) have lived in Great Britain for two years. Three participants have lived in UK more than three years. Two participants have been less than 1 year in UK. One respondent has been in UK in 1 year.

All the participants were distributed into four focus groups for the group discussion. Every participant completed a questionnaire, which included some personal information of mental wellbeing and reading habit. (Appendix 3) The discussion was undertaken
after the completion of questionnaire. The whole procedures were implemented with the permissions of all the participants, and acquired ethics approval.

4.1 Data analysis

This subsection would be separated into two parts, including the analysis from the questionnaires and the focus groups. The data in the questionnaires provides fundamental information for the whole research. The focus group data is the major of this research, which looks at the key issues surrounding bibliotherapy and Chinese students in great depth.

4.1.1 Survey

The questionnaire contained two aspects of information, which were personal mental wellbeing and read habit. The questions of personal mental wellbeing aimed to discover whether Chinese overseas students had some experience of depression or feeling down, which were the main target symptoms of bibliotherapy. Those answers could provide more essentially information to the feasibility of bibliotherapy directly. The questions about reading habits focused on explaining the reading habits of the Chinese overseas students.

Through analyzing data, it could be found that all the participants experienced depression or felt down whilst in the UK. Almost forty-six percent of the participants (11) claim the number of depression times is between once and five times per year. Twenty-five percent of participants (6) are more than fifteen times of feeling down. The remaining of the student responds feeling down between five and fifteen times per year.

With respect to the participants’ feelings whilst in the UK, it could be concluded into two elements. The scale from one to ten, has been used to represent the feelings of the participants whilst in the UK, which aims to measure the degree of the negative emotion.
The scale intents to complement more objective data to discover, what extent could the negative emotion affect the feelings in the whole lives of the respondents. According to the data, it could be illustrated that more than four-fifths participants (21) using number six, seven and eight to represent the feeling of overall life whilst in UK. (12.5%, 42% and 33% respectively.) Compared with the overall feeling, the current feeling of the participants are dispersed relatively, which could be documented from Figure 1. Although the results of the current and overall feelings whilst in the UK are different, it could be found that almost all the participants have been affected by the negative emotion in varying degree.

![Scale of the Student Feel](image)

**Figure 1.** Chart showing the current feeling and overall feeling of Chinese students whilst studying abroad (1 being low 10 being positive)
With regard to the reasons causes of depression or feeling down, most of the students proposed study pressure (21 participants), loneliness (11 participants) and homesickness (10 participants) could cause feeling down or depressed. Cultural differences, financial pressure and ill health have been highlighted, by nine students, seven students, and five students respectively. Although the majority respondents have been selected three reasons, it does not imply that those three reasons are the most essential reasons for feeling down. In comparison with the twenty-one participants, who have selected study pressure as the reason, only fifteen of them have emphasized it as the most influencing factor. Moreover, it is interesting to demonstrate that cultural differences have been presented as the second essential affecting factor, which is equal to the homesickness.

Additionally, this questionnaire focuses on the presentation of the participants, when they felt down or depressed. It has been noted that, most of the participants (12 and 11) could not study and concentrate, when they felt down. Moreover, cry has been chosen as a symptom of depression, which has equal number (11 participants) with the answer of “unable to concentrate”. Other symptoms are almost the same, except the symptom of unable to sleep, which could be concluded in the Figure 2.

![Symptoms of Depression](image)

**Figure 2. Chart showing the Chinese students’ symptoms of depression**
The questions on reading habits aim to find out the reading pattern of the participants, which could guide the feasibility of reading therapy to some extent. It could be highlighted that more than eight percent of participant (20) would like to read for leisure. However, almost two-thirds of respondents (16) could read to improve their lower mood, though half of them (12) had not heard of the concept of bibliotherapy.

4.1.2 Focus group

This subsection will analyse data from the aspect of bibliotherapy, the BoP model, the GIR model, the RAYS model and the feasibility of bibliotherapy in China separately.

4.1.2.1 Bibliotherapy

According to the discussion record, more than eighty percent of the participants (20) would like to use reading to improve their mental wellbeing, including fictions, biography, magazines, news, short stories and poetries, which will be introduced in more details in the feasibility of bibliotherapy. Despite of reading, some different ways to improve mental wellbeing have been highlighted in the discussion. Eight participants have indicated that talk with friends or parents could help them. Watching films (6 participants) or teleplays (5 participants) are effective to distract the attention in order to improve mental wellbeing. Some other methods, such as playing video games, shopping, drinking, have been emphasized as well, which are shown in the Figure 3.
Moreover, different feelings could be achieved from these documents. The feelings of happiness, diverting the attention, establishing the connection with the role, release the heart were highlighted in the discussion;

“Happiness. I mean when I read some fictions, I would be attracted into the plots, which makes me become the role of the stories. This connection could make me forget some unhappy things.” (Group A)

“Peace of mind. I think when I read misery books, I could feel the tragic experience of the role, which seems to be a signal to make me strong. If I
read some positive book, my emotion could be influenced by the positive power, then to become happy.” (Group B)

Despite those feelings, the positive power from reading was emphasized by participants. Participants identified different ways to achieve a positive mood, including reading positive books or misery books. It has been noted that positive books could educate and encourage participants by using previous successful examples. Compared with positive documents, there are some arguments about the role of misery books. Some participants indicated that misery books could play roles in encouraging people to overcome frustration as well;

“I think it could make effect to some extent. I have heard a magazine editor said why he would like to work for a magazine, which collect misery stories. He said that he could get more power to cope with frustrated, when read others’ tragedy story. I think it is true.” (Group C)

“When I read some misery books, I could feel I am not alone. It seems to be the role in the story is together with you. You have the same experience and feelings. These feelings could help me a lot.” (Group D)

However, some participants showed that the misery books could aggravate the depression or negative mood. Although there were some arguments about misery books, some interesting claims have been demonstrated, such as;

“Well, I think it depends on how the authors describe. I mean if the author writes some experience about the misery, which could make me learn from the experience, it would be helpful. If the author just describe a sad story, it helps me a little.” (Group A)

The question of printed documents and online-documents has been discussed, which aims to discover the potential reading pattern of the participants. Although the majority of the participants (13) prefer printed documents, seventy percent of the
participants (17) have illustrated negative opinions to borrow books from public libraries, because of different reasons;

“I would like to read books in a more relax way, I do not like to be controlled by the date. For example, I could read my books in every time, but I have to adapt to the issued date of the borrowed book.” (Group A)

“No, the range of books in libraries are narrow and they are updated slowly.” (Group B)

It could be concluded that Chinese overseas students could acquire different types of feelings from reading, such as happiness, peace of mind and positive power. Moreover, the effect of misery books has been highlighted, although there are some arguments.

4.1.2.2 the BoP model

In the discussion process, the book list of the BoP Wales has been provided to the participants as an introductory document. After reading the list, seventy-five percent of participants (18) indicated that they would not select those kinds of books for improving their mental wellbeing.

“Compared with western countries, the reading habit is different with us. Maybe they feel those kinds of books would help them a lot. But for me, I think everyone is different, maybe they could help each other, but not me. So I will not choose those books.” (Group A)

“No. I think they are too theoretic, which could not provide more useful information to me.” (Group D)

In comparison with the majority of the participants, five respondents (21%) have indicated that he would like to read those types of books with the professional advice or changing the title of those books.
“I will read them if psychologists could give me some professional advices. But if not, I would like to choose my interested books.” (Group B)

To sum up briefly, in comparison with western country, Chinese overseas students stated negative opinions to the BoP model.

4.1.2.3 the GIR model

With regard to the GIR model, different viewpoints have been concluded. More than half of the participants (13) supported the GIR model, which illustrated that it could provide opportunities to share and absorb different opinions. However, seven people in this group rejected the way of reading aloud. They presented that it is difficult to read aloud in the front of other people, according to the traditional Chinese culture. Additionally, one-third of the participants (8) questioned the effect of GIR model expect the factor of embarrassment. The methods of self-regulation and talking to the close friends have been highlighted to improve bad emotion rather than attending reading group, which is consist to the claims of the Liu et al (2009) to some extent.

“I prefer to share with my close friends. I think it is weird to share ideas with strangers. Furthermore, I think my close friends could understand my current situations, which could give more help.” (Group B)

Furthermore, an interesting opinion has not to be ignored;

“I am not sure the effect of reading group. But I doubt that the people, who attend this group, might have some negative emotion. In the process of sharing, do people would be influenced by more negative elements? If so, I think it could make me even worse. I prefer self-regulation.” (Group A)

According to the respondents, GIR model could improve the mental wellbeing albeit the embarrassment of reading aloud. Moreover, the roles of self-regulation and close friends have been emphasized by the participants, as improving method.
4.1.2.4 the RAYS model

According to the answers of participants, half of the participants (12) proposed positive opinions to the RAYS model. Moreover, more than thirty percent of the respondents (8) have claimed that reading could establish the relationship between the plots and themselves, which gains the goal of improving mental wellbeing.

“Our contrary, I would feel the connection with the authors. When I read a brilliant book, I would think the author was awesome to describe this story.” (Group A)

“Yes, sometimes the poetries could make my mind peace from the theirs’ descriptions. And the Chinese poetries have refined language.” (Group D)

Additionally, the positive role of creative writing has been illustrated to reflect current situation, releasing mind, and venting the negative mood.

“And writing could vent as well. We can writing the unhappiness to release ourselves.” (Group B)

“I think it is helpful. I would write blogs when I feel not good, and it helps me a lot.” (Group C)

The remaining participants have been separated into two groups, including negative and neutral viewpoints. Almost twenty percentages of the respondents (5) have claimed that creative writing could not be effect to improve mental wellbeing. The other seven participants are neutral with the effect of RAYS. It said that personal writing habit could influence the effect of RAYS model, which implied that people with writing habit could be benefited than the ones without habits. Moreover, the argument of the measurement of the RAYS has been presented as well.

“Well, I think it is hard to measure the effect of writing. Maybe it could help some people. Moreover, the same person could have different feelings in...
writing as well, which is difficult for measuring the effect of this model.”

(Group C)

To sum up briefly, although RAYS model could provide effective opportunities to release and vent negative emotion, the doubts about the measurement and personal writing habit have been demonstrated as well.

4.1.2.5 the feasibility of Bibliotherapy

This part would analysis the data about the reading pattern of Chinese overseas students and the feasibility of bibliotherapy from Chinese overseas students.

First, the reading pattern of Chinese overseas students could influence the feasibility of bibliotherapy directly. In the discussion process, different types of documents have been selected by the respondents to improve mental wellbeing (E.g. fictions, short stories, magazines, poetries newspapers etc.). The majority of the participants have chosen fictions and short stories, which are one-third (8) and one-fourth (6) of the participants respectively. Four participants have claimed magazines as the effective reading material. Poetry, the Bible, comment and Weibo (Chinese Twitter) news are equal, which have been supported by three respondents. The remaining is the other types of documents. (Figure 4)
With regard to the language of books, all the participants have preferred Chinese books. However, academic documents and English novels have been emphasized by three participants, which they would like to read in English original edition of those books. There are some reasons that respondents prefer reading materials in Chinese. Ten participants (42%) have highlighted that easier reading is a reason of reading Chinese books. One-sixth of the participants (4) have pointed culture differentiation between eastern and western country is an influencing factor. Cordial feeling has been illustrated by three participants.

“I would feel cordial about Chinese books, especially the newspaper.”
(Group A)

“Cordial feeling. I remember the first time, when I saw the Chinese words in Sheffield, I felt very happy. I think the feeling of cordial is another motivation.”(Group B)

Two respondents have proposed writing differentiation is another reason.
“I could understand the plot and writing style easily. I think there are writing differentiations between western and eastern countries. I can understand Chinese books easily.” (Group B)

Based on the discussion of this research, almost forty percent of the participants (10) have pointed positive opinion to the feasibility of bibliotherapy, the remaining respondents (14) have doubted this therapy to some extent.

“...I think it has a high feasibility, because Chinese overseas students have a higher education level, which could support the reading behavior.” (Group A)

“It is feasible. It could provide another useful way to improve mental wellbeing of Chinese students. They have more resources to read.” (Group D)

In comparison with the positive statements, the arguments have focused on the effect of bibliotherapy, personal reading habit and culture differentiation.

“The therapy is feasible, but I doubt the effect. You know, everyone has different habit, character. It is difficult to measure the effect.” (Group B)

“Despite of the therapy’s characteristic, the reading habit is another problem of Chinese overseas students. More and more students spend little time to reading. If they do not read, this therapy could not useful anyway.” (Group B)

“It could be feasible, but I doubt the lifespan will not be long. Because of culture differentiation, Chinese students could ignore the mental wellbeing to some extent, which could influence the feasibility of bibliotherapy.” (Group D)
In order to achieve more information of the feasibility of bibliotherapy, the question of the promotion of the bibliotherapy has been discussed. More than eighty percentages of respondents (20) have supported that promotion could help the implementation of bibliotherapy. Although those participants have highlighted the positive role of promotion, some essential key points have been illustrated as well.

“But the promoted words should be focused. According to the Chinese culture, some people are still sensitive with the mental wellbeing. If some words are imprudent, it could fail.” (Group C)

“I think the reading habit should be established. Compared with western countries, the reading habits are good, which encourages people to read when they face some problems. But in China, it is not enough. So the promotion of reading habit is important.” (Group A)

On contrary, four participants also have illustrated opposite viewpoints, which have presented that promotions would not be effect to the feasibility of bibliotherapy.

“Others’ success could be repeated by me. I mean someone will think this therapy would help others rather than me, when they see the promotion. So I think may be promotion will not help.” (Group B)

It could be concluded that Chinese overseas students would like to read different types of documents to improve mental wellbeing, such as fictions, magazines, short stories and so on. Although Chinese overseas students have faced different culture environment, Chinese documents have still been preferred, because of different reasons. With respect to the feasibility of bibliotherapy, the feasibility of the therapy and promotion method has been argued to some extent.
4.2 Discussion

This subsection introduces more about the data, in comparison with the previous research. The feasibility of bibliotherapy for Chinese overseas students is explained within this discussion.

4.2.1 Bibliotherapy

4.2.1.1 the Role of Reading

One result from the findings is that the role of reading is supported by the participants, as an effective tool for improving the mental wellbeing of Chinese overseas students, although half of the participants (12: 50%) have not heard of bibliotherapy.

According to the respondents, all the participants have suffered from negative emotion to a varying degree. Although the majority of the participants are satisfied with their lives whilst studying in the UK, there are different reasons that influence the negative emotions. Study pressure, loneliness, and homesickness have been identified as influencing factors of the negative emotion, by a large number of participants. Additionally, the factor of cultural differences has been highlighted. As an improvement tool, reading has been emphasized to acquire different feelings to help them overcome bad mood, such as depression, which is consistent to the claims of Brewster et al. (2012).

As well as reading, different strategies have been noted to improve mental wellbeing, such as talking to friends or parents, watching films or teleplays. It could be concluded that the feelings of those methods are consistent to those of reading, which aims to distract attention, venting and releasing. With regard reading, it aids the venting of the negative emotion, releasing the heart, gives peace of mind, happiness, and positive power. It could be acknowledged that the positive reading
experience could motivate participants to accept the reading therapy to some extent, which influence the feasibility of bibliotherapy directly.

“Happiness. When I face to some pressure, the plots could attract me into another world. I have read the Dream of Red Mansions, when I was in high school, it helped me to come from the huge study pressure.” (Group B)

“Yes, I like some positive books, especially some experience. I mean if the authors could give me some examples, which could let me learn from, it would help me a lot. But if the title does not conform the content, I would feel depression.” (Group B)

It could be concluded that Chinese overseas students could acquire different positive feelings to improve mental wellbeing from reading, when they suffer from negative emotions.

4.2.1.2 Type of Reading Materials

Another finding is the type of reading materials. According to the definition of bibliotherapy, different researchers have presented fiction, non-fiction and poetry as the main reading materials of bibliotherapy. (Brewster et al., 2012; Clarke & Bostle, 1988; Duffy et al., 2009; Fanner & Urquhart, 2008) The result is consistent with the definitions of the scholars. As mentioned in the data analysis, narrative documents, including fictions and short stories, have been selected by more than half of the participants (14: 54%). Non-fiction materials, such as magazines, the Bible, comments, have been supported as well. Moreover, although poetry has been proposed, by a minority of participants, its positive role has been highlighted to some extent.

“Magazines with some short stories. I have read a Chinese magazine called Youth Digest, which has some interesting positive stories. I think it could provide more positive power to me.” (Group A)
“Yes, sometimes the poetries could make my mind peace from the theirs’
descriptions. And the Chinese poetries have refined language.” (Group D)

Moreover, in the process of data collection, almost forty-five percent of the
participants (11) have emphasized that negative emotion could cause concentration
difficulty, which has been proved the statements of Heath, et al. (2005) and Brewster
et al (2012). Although the problem of concentration difficulty has been indicated in
the previous research, some participants have selected short stories to overcome the
concentration difficulty rather than abandoning reading, which has proved the
effectiveness of reading to some extent. It could be acknowledged that role of
reading to improve mental wellbeing has been confirmed.

“I would like to read some short stuff, because I could not concentrate on
some fictions when I felt down.” (Group C)

With respect to the type of reading materials, the role of misery literature could not
be ignored. Like the arguments of the scholars, the effect of misery literature has
been debated in the discussion. (Brewster, 2007; Clifford et al, 1999) The plots,
effect and acquisition of misery literature are the main controversy points.

“I think it could make effect to some extent. I have heard a magazine editor
said why he would like to work for a magazine, which collect misery stories.
He said that he could get more power to cope with frustrated, when read
others’ tragedy story. I think it is true.” (Group B)

“I prefer positive books. I think the misery books do not have
constructiveness, which only could give me more negative emotion.” (Group
D)

Moreover, one participant has indicated the male could achieve more help from
misery book than female, which is interesting to study the gender difference in
reading misery book. Based on those arguments, it could be documented that the role of misery book is still blur, which needs further research.

4.2.1.3 Electronic Materials in Bibliotherapy

In the research of Fanner and Urquhart (2009), and Marr (1995), the electronic reading materials have been highlighted as an addition of bibliotherapy. According to the discussion, there are debates between the electronic materials and printed materials. However, although more participants prefer printed documents, the disadvantages of printed books could not be hesitated. It could be demonstrated that both electronic materials and printed documents have different meaning for the participants.

“Yes, me too. Although some software could help to make notes in the electronic documents, I think it still more difficult than in the printed ones.”

(Group A)

“Although the printed ones are more reality, they are too difficult to carry.”

(Group C)

From the debates of the participants, the electronic materials have been accepted by some of the participants, which could prove the previous statements of the electronic documents to some extent.

To sum up briefly, as the precondition of the feasibility of bibliotherapy, Chinese overseas students have suffered from depression for different reasons, including study pressure, loneliness, and homesickness. Although participants have highlighted different ways to improve mental wellbeing, such as watching films, teleplays, playing video games, reading has been selected by the majority of the respondents, as an effective method. The positive feelings of reading (e.g. venting, releasing the heart, peace of mind etc.) are a motivation to read. According to the type of reading materials, fiction, non-fiction and poetry are the main genres, which are consistent
with the notion of bibliotherapy. Moreover, although there are debates in the efficacy of misery literature, participants have presented some interesting viewpoints to support their opinions. With respect to the electronic documents, arguments are still between electronic ones and printed materials, which requires further research.

4.2.2 General Models of Bibliotherapy

The three popular models of bibliotherapy were introduced to the respondents from discussion, to determine their feasibility for Chinese overseas students. The BoP model, the GIR model and the RAYS model, have been discussed separately, with the respondent comments on these practice of bibliotherapy.

4.2.2.1 the BoP model

As a cognitive behavioral therapy, the “Books on Prescription” (BoP) model engages in providing self-help reading booklists to improve mental wellbeing of the public. (Anderson et al., 2005; Brewster et al, 2012; NICE, 2009) The BoP model has been the most widely used model, which has been identified in the previous research. (Brewster et al, 2012) Although some uncertain factor of the BoP model has been illustrated in some previous researches, the positive role has not been neglected. (Anderson et al., 2005; NICE, 2009) On contrary to the widely use in the UK, Chinese overseas students have emphasized different viewpoints of the BoP model. As mention before, three quarters of the participants (18) have indicated negative opinions to the books of BoP model, with the reason of finding their boring, theoretical and lack of examples of real life stories.

“No. I do not like to read those kinds of books, because I think they could increase my anxiety or depression. I prefer more interesting books.” (Group D)
“I think I prefer the books with some stories. If there are too many academic theories, I would not read them.” (Group A)

Although the majority of participants have not accepted the BoP model, some different opinions could provide information to the implementation of bibliotherapy on Chinese overseas students.

“It think I would choose some similar book, but not the same title. In my opinion, when I choose books, I would like to choose someone with the positive title. I mean I will choose the book such as A New Start, rather than five steps to overcome depression. Those kinds of titles seem to be boring.” (Group B)

“When I am great, I may select those types of books, but I think if there are some stories, they could be more easier to read.”(Group C)

Those claims have highlighted more about the positive role of examples and stories rather than theories, in improving mental wellbeing of Chinese overseas students, which is different with the UK. Although there are cultural differences between these two countries, a similar viewpoint about the role of health professionals has been concluded, which has support the indications of Chamberlain et al (2008). This result provides opposite point to the research of Chan and Howard (2005), and Leung (1998), which has been illustrated that it is difficult to discuss the mental problems with health professionals.

“No, probably I will search some websites first. But if some health professionals could give me some advices, I will choose them.”(Group D)

This could suggest that there are culture differences between UK and China on the understanding and acceptance of the BoP model. In comparison with UK, Chinese overseas students pay more attention on the experience such as examples and stories rather than theories. The content of the books of BoP model could influence the
feasibility of bibliotherapy for Chinese overseas students directly. Furthermore, it could be acknowledged that some of Chinese overseas students have accepted to acquire advice from health professionals, which implies the sensitiveness of mental problems have been overcome to some extent.

4.2.2.2 The GIR model

According to the definition of Brewster (2011) and Brewster et al (2012), the reading group of sharing personal opinions with the same book by reading aloud, is the emphases of the GIR model. Respondents have sustained the positive role of sharing different ideas to improve mental wellbeing, which is persistent to the previous researches of Davis (2008).

Cultural differences have existed on the GIR model as well. As mentioned in the data analysis, thirteen participants (54%) accepted the efficacy of GIR model. However, some of them have proposed that the way of reading aloud causes embarrassment, showing possible cultural differences. It could be acknowledged that cultural differences influence the implementation of GIR model, which should be discussed into more details.

“On contrary, it is a good opportunity to share different ideas with each other. And I could absorb more new ideas.” (Group C)

Although those participants have highlighted the role of GIR model, the activity of reading aloud has been rejected in varying degree, according to cultural differences. In the research of Harmon (2008) and Liu et al. (2009), it has been presented that stigma is an essential influencing factor to improve mental wellbeing for Chinese people, which is consistent with the responds of the participants.

“I think this is the cultural differences. Western people could use this method to release their emotion. But according to Chinese culture, Chinese people
are implicit, they would not like to present themselves to each other.” (Group D)

Although some respondents support the idea of GIR, one-third of the respondents (8) have questioned the GIR model. It has been noted that self-regulation and talking with the close friends are more helpful for them.

“Yes, close friends could give me more advice. Strangers may be could not understand the situations, which make the advice could not get the point. But some online forums, I would like to attend. ” (Group B)

“I think Chinese people would like to have an independent space to read rather than sharing. Western people could accept it. Furthermore, I do not like the feeling of control, so I would not attend reading group.” (Group B)

It could be concluded that the cultural differences influence the understanding of Chinese overseas students on the GIR model as well. According to the cultural differences, Chinese overseas students prefer a more familiar environment, which implies a convenience surrounding without embarrassment, to take part in a reading group. Moreover, the attendance of friends could help the Chinese overseas students share opinions in a relax way, which could benefit the implementation of GIR model.

4.2.2.3 The RAYS model

The “Reading and You Service” (RAYS) model engages in providing a relaxing reading environment for client, by using imaginative fiction and poetry. (Brewster, 2011; Kirklees Council, 2010, October) In addition, the method of creative writing has been added into the RAYS model. (Brewster, 2011) Similar to the other two models, different opinions about the RAYS model have been concluded. In this research, eight participants (33%) have stated the interaction with the plots could
help them to improve the negative emotion, which is consistent to the report of Duffy et al (2009) and Brewster (2011).

“Well, I like to read some detective novels. Because the plots are compact, which could make me focus on the store. Sometime some ghost stories could attract me because of the same reason.” (Group B)

Furthermore, as one of the social model of bibliotherapy, RAYS could provide opportunities to establish social connections with others. (Brewster, 2011) However, only one group of the participants has demonstrated this advantage.

“The knowledge from reading could enrich more information, which could improve the current emotion. Moreover, reading may arouse me to share opinions with each other, which could increase social desire potentially. Maybe it could form a positive cycle.”

With respect to the way of creative writing, half of the respondents have demonstrated that the creative writing in RAYS model can improve the mental wellbeing to some extent, which have supported the statements of Kirklees Council (2010).

“I think it could not be helpful. As mentioned, if someone would not like to attending social activities, it is difficult for them to attending.” (Group A)

Although those participants claimed the effectiveness of creative writing, they have proposed some issues, which should be developed in the future. It has been documented that people with writing habit, could accept and benefit more than the ones without habit, from the creative material.

“In my opinion, it relies on different people, if they have the writing habit, it could be helpful. If not, the effect would be doubted.” (Group A)
It could be emphasized that the effect of creative writing is different for individuals, which needs to be focused. Moreover, if the creative writing is conducted in the RAYS model for Chinese overseas students, the development of writing habit is required to some extent.

In the research of Brewster (2011), it has been illustrated that the efficacy of the RAYS model is unclear, as a non evidence-based model, which has been supported by the participant. The difficulty of measurement could decrease the confidence of the participants, which need further research.

“Well, I think it is hard to measure the effect of writing. Maybe it could help some people. Moreover, the same person could have different feelings in writing as well, which is difficult for measuring the effect of this model. (Group C)

To sum up, the feasibility of RAYS model has been highlighted in the research, which has claimed the interaction between the imaginative materials and the participants have positive effect to the mental wellbeing. Nevertheless, the efficacy of creative writing is unclear to conclude, which needs to be concentrated more in the future practice of bibliotherapy.

4.2.3 Feasibility of bibliotherapy in China

As mentioned, the three general models of bibliotherapy, including the BoP model, the GIR model, and the RAYS model, are feasible to implement on Chinese overseas students with some areas for improvement. However, some characteristics of the Chinese overseas students should be focused as well.

4.2.3.1 Reading Pattern of Chinese overseas students

Firstly, the reading pattern of Chinese overseas students could affect the feasibility of bibliotherapy, which needs to be concentrated. Although Chinese overseas
students have faced the cultural and language differences between UK and China, the Chinese reading materials are still preferred by those students. It has been indicated that cordial feeling, easy to read, cultural identity are the main feelings, which could achieve from Chinese books. Although the Chinese books are highlighted by the participants, there are two types of books, including academic books and English fictions, which has been preferred in English rather than Chinese.

“I prefer original edition when I read some foreign fictions. Because the translated version is a little bit weird, you know.” (Group C)

“Because language could present a different culture and logical thinking system of that country. So I prefer original edition.” (Group D)

It could be demonstrated that Chinese overseas students have adapted to the western culture gradually, which makes higher feasibility of bibliotherapy on Chinese overseas students to some extent. Moreover, according to the requirements of participants, the addition of Chinese books in bibliotherapy could provide more familiar reading surroundings for them to improve mental wellbeing, which should be focused.

4.2.3.2 the Role of Public Library

As a significant arena of the practice of bibliotherapy, the role of public libraries has been highlighted in the previous researches. (Brewster et al., 2012; Fanner & Urquhart, 2008; NICE, 2005) In comparison with the role of public library in UK, few participants have highlighted to borrow reading materials from public libraries. It has been proposed that purchasing books are preferred rather than borrowing, due to different reasons.

“I agree, the borrowed book makes you feel it is not belong to you.” (Group A)
“No, the range of books in libraries are narrow and they are updated slowly.” (Group B)

Those reasons might restrict the role of public libraries for the Chinese overseas students to practice bibliotherapy to some extent. It could be claimed that the effective and widely disseminations of the public libraries are significant to arouse the concentration of them.

4.2.3.3 Feasibility of Bibliotherapy

The question of feasibility of bibliotherapy has been discussed in the project, which aims to acquire the views from all the respondents. According to the reply, it could be stated that less than fifty percent of participants (10) noted that bibliotherapy is feasible to implement. Some reasons have been emphasized, including higher education level, effectiveness of the therapy. As the statements of Wang (2011), the results have proved the bibliotherapy has been accepted more easily, by the people with higher education level.

“It is easier to implement in UK than in China. Overseas students have a higher level education, which could be a advantage to help the implementation.” (Group D)

Although the majority of the participants have proposed negative viewpoints to the feasibility of bibliotherapy, those opposite views could provide more helpful information to the implementation of bibliotherapy on Chinese overseas students. Firstly, the reading habit is one of the influencing factors, which affects the feasibility of bibliotherapy from the participants.

“In my opinion, reading is a specific habit. When implement bibliotherapy, it should be based on different reading habits. And some professional books seem to be less useful.” (Group C)
The development of reading habit is required, which is the precondition for undertaking bibliotherapy. Although all the participants would select reading to improve their mental wellbeing, they rarely use reading as the priority method, which highlight the significance of developing the reading habit.

The effect of the bibliotherapy, has been doubted, by the participants, which needs further researches. Although previous researches have proved the effect of bibliotherapy, less Chinese overseas students have understood the therapy, due to their lack of awareness. It could be acknowledged that effective promotion strategies could benefit the feasibility of bibliotherapy on Chinese overseas students.

According to the research of Sandhu (1994) and Yeh (2003), it has been presented that the adaption of the reading therapy to the different cultures could encourage foreign students to improve their mental wellbeing. The results of this research have consistent to the claims of the scholars, which has noted that the problem of cultural difference should not be ignored.

“Yes, the cultural differentiation is another effecting aspect. Some of the Chinese are taboo to the mental problem, which would cause less Chinese to talk the psychological problem with each other.” (Group A)

Despite those opinions, more promotion was suggested so that bibliotherapy is feasible to the Chinese overseas students. Some of the participants emphasized that the promotion of bibliotherapy should protect the target people from the embarrassment of the mental wellbeing, by using alleviative language. In addition, real examples of Chinese people could provide more acceptable feeling, and reality as well.

In conclusion, bibliotherapy is feasible to implement on the Chinese overseas students. According to the reading pattern of Chinese overseas students, the reading materials in Chinese are preferred. However, the original edition fictions and
academic books in English are accepted as well. Although the feasibility of bibliotherapy has been argued, there are more essential viewpoints, which could benefit the implementation of bibliotherapy. It could be demonstrated that the reading habit of the Chinese overseas students is required to be developed, in order to acquire better effectiveness. New factors need to be added in order to adapt to the cultural difference. The promotions of the bibliotherapy are important to the implementation of bibliotherapy, which aims to provide more information to the Chinese overseas students to understand the therapy for improving mental wellbeing.

5. Conclusions

According to the aim of this research, which concentrates to investigate the feasibility of bibliotherapy for Chinese overseas students in the UK, this research achieves a general theme by collecting three research objectives.

5.1 Bibliotherapy

It could be concluded that Chinese overseas students suffered from feeling down and depression, because of study pressure, loneliness, homesickness and culture difference. As an effective tool of improving mental wellbeing, reading is accepted, by Chinese overseas students in the UK in varying degree. Moreover, it has been emphasized that the positive feelings from reading (E.g. venting bad mood, releasing heart, happiness etc.) are the motivations to read. With respect to the types of reading materials, fictions, non-fictions and poetry have been presented in the research, which is consistent with bibliotherapy in the UK. Although there are arguments between the section of electronic materials and printed ones, the electronic reading materials have been accepted by some of the students.

5.2 General Models of bibliotherapy
The general models (the BoP model, the GIR model and the RAYS model) have been discussed separately in this research, which showed different degree of feasibility. Furthermore, the cultural difference between UK and China is prominent to influence the feasibility of those three models.

With regard to the model of “Book on Prescription” (BoP), almost of the students illustrated negative opinions to it, which is opposite to the widely usage of this model in the UK. Although the theoretical books are less helpful for Chinese overseas students to improve mental wellbeing, the self-help way is highlighted in the research. It could be acknowledged that in order to enhance the feasibility of BoP model, the materials with more real examples and stories needs to be added to satisfy the requirements of Chinese overseas students.

The model of “Get Into Reading” (GIR) and “Read and You Service” (RAYS) have been accepted by more participants. Due to cultural difference, Chinese overseas students prefer more convenience read environment to share personal ideas, which requires less embarrassment factors, such as reading aloud in the practice of the GIR and RAYS model. Moreover, the development of reading and writing habit are emphasized to increase the acceptance.

5.3 Feasibility of Bibliotherapy for Chinese overseas students

Although there are some arguments in the discussion of the feasibility of bibliotherapy, it could be claimed that Chinese overseas students are positive to the reading therapy. With respect to the reading pattern of Chinese overseas students, reading materials in native language have priority for them, which imply the significance of the addition of more Chinese documents into the practice of bibliotherapy. In addition, the effective promotion strategies have been presented to increase the awareness of bibliotherapy for the overseas students to improve mental wellbeing.
5.4 Overall Conclusion

To sum up, bibliotherapy is feasible to the Chinese overseas students to improve mental wellbeing to some extent. As the precondition of bibliotherapy, Chinese overseas students have reading habit according to the previous experience of them. Moreover, Chinese overseas students suffer from depression because of different reasons, which is consistent to the function of bibliotherapy. Although the debates of bibliotherapy exist in the research, it could be acknowledged that Chinese overseas students accept bibliotherapy in varying degree.

According to the particularity of Chinese overseas students, more specific improvements need to be undertaken in the practice of bibliotherapy. More reading materials with real examples and stories are required to enrich the BoP model. In order to avoid the stigma, more convenience read environment without reading aloud has been implement in the GIR model. Furthermore, the development of reading and writing habit could benefit the practice of bibliotherapy for Chinese overseas students. Based on the reading pattern of Chinese overseas students, Chinese reading materials can increase more students to accept the therapy. Effective promotion strategies could increase the awareness of bibliotherapy for the students as well, which should be focused.

6. Recommendations

Although this research has recruited qualified participants to take part in, the findings could not represent the majority of Chinese students in the UK. The quantitative research is required to achieve more general conclusion for this theme. Moreover, almost of the respondents in this research are living in the UK for two years. It is not clear to discover the differences of the students, who live in a longer time. Gender differences are another theme, which should be concentrated. In order
to control the viable, the quality of males and females are almost equal in this research, which could cause the question of whether the feasibility of bibliotherapy could be affected by the gender. In order to acquire more reliable results for this problem, more future research is required to undertaken.

(12914)
Bibliography


Appendix One: Introduction documents

Introduction Document

This introduction document aims to provide the background information and some interesting stories to the interviewees, who would like to take part in the research of “Investigate the feasibility of Bibliotherapy on Chinese Oversea students in UK”. All the information could help the interviewees to understand more about the topic of bibliotherapy, which could benefit the undertaken of the focus group discussion. If you have some question, you can retrieve these documents from the websites, which have been noted in the reference, or contacting with me. Thanks for your participation of this research.

1. Bibliotherapy

Bibliotherapy is a treatment to the psychological problems, by using different reading documents, including fiction, non-fiction, and poetry. (Clarke & Bostle, 1988)

2. Books on Prescription Wales (Book Prescription Wales - Information Leaflet, 2012)

Book Prescription Wales is a scheme that aims to help people with mild to moderate emotional problems to make use of high quality self-help books that have been specially selected by psychologists and counsellors working in Wales.

This highly successful scheme involves a GP or other health professional prescribing a therapy book which is available to borrow from any branch library across Wales. The scheme includes books on many of the common psychological problems that people experience, including depression, stress, eating disorders, obsessive-compulsive problems, panic, anger and low self esteem. There are also books for those people who are having severe memory problems and their families.

Many people feel stressed, anxious or depressed and need help in controlling their feelings and their actions. The emotional problems they are experiencing may be putting at risk their jobs and relationships. However we now know that work and flexible supportive employment is actually beneficial to health and speeds up the recovery process. Wellbeing through Work is a new service in Wales that supports the book prescription service and will help you access self-management options to maintain employment.

It has been shown many times that the best self-help books really can help people to deal with emotional issues. This scheme has identified some of the very best books and makes them easily available to people who maybenefit from the information, guidance and tips that they contain.
Many of the books present self-help versions of the kind of therapy that would be given by a professional. In many cases they present complete step-by-step treatment programmes with exercises, self-assessments, diary sheets etc to be completed by the readers.


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<td></td>
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<td></td>
<td>Schmidt, Ulrike &amp; Treasure, Janet</td>
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<td>Depression</td>
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<td>Overcoming Depression and Low Mood: A Five Areas Approach Mind Over Mood</td>
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<td>BPW68</td>
<td></td>
<td></td>
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4. Get Into Reading (The reader Organization, 2012)

“Get Into Reading brings people together through weekly read aloud groups, where members can choose to read and are invited to give personal responses.”

“It’s not just about reading or getting to know the story. It’s about having our opinions about things as well.” Lesley, Liverpool

“Being part of a group is special – it’s more than just reading a book. I was never a great reader beforehand, but this group is something that I have become attached to; it means a lot to me to be part of it and it has helped me in my life outside the group as well.” Sue, Wirral


Reading books will always combine entertainment, self-improvement and consolation. If your preference is for the first, you are better off letting your friends and "Amazon recommends" meet your reading needs. If, possibly in the grip of some more existential crisis, you crave books that are more demanding or more uplifting, then perhaps Bibliotherapy will be for you.

Bibliotherapy's founders are Ella Berthoud, an artist from Brighton, and novelist Susan Elderkin. When they began to discuss the therapeutic power of reading, their concept was of a "book doctor" (when I was literary editor of the Observer, we ran a column called Book Doctor – coincidence?). And so, like a GP taking a medical history, as an essential preliminary you are asked to answer questions about you and your reading habits. Where do you like to read? Do you always finish the books you start? What are your passions? What is missing from your life? If such inquiries seem intrusive, idiotic or enraging, Bibliotherapy will seem an egregious waste of time.
Ella was my therapist, and categorised me as an "extreme reader" in her diagnosis, which seems fair enough. I found my session with Ella surprisingly absorbing. I always have about five books on the go and can't imagine life without a book to hand, so I am perhaps a natural customer. Equally, reading for me is an essentially private pursuit, so I was at first reluctant to discuss it. In fact our conversation ranged from JK Rowling to Jane Austen. Along the way we took in American literature, poetry and contemporary novels I'd never heard of. One caveat: the School of Life is interested in the life of the imagination. The books they prescribe are almost exclusively fiction. No need to enrol if you want to pick up a reading list of books about the Third Reich or the life and loves of Henry VIII.

I was particularly taken with Ella's suggestion that I should try reading aloud to vary my literary diet. As our session drew to a close I was given an "instant prescription" of one book to read (Sum by David Eagleman). A list of a further eight titles arrived a few days later. It was, however, disappointing, with no radical departures. I've now read Eagleman's *Sum*, which struck me as slight and pretentious, so I don't know how soon I will turn to the rest.

Bibliotherapy is, I'm told, especially popular with the divorced, the bereaved, lovelorn thirtysomethings and the recently retired. It probably makes a nice gift, but I'm not sure that a sympathetic local bookshop, or a well-read friend, wouldn't far more successfully address most of its functions for free, no questions asked.

6. 'It took me a long time, but I did get back on my feet' (NHS, 2012)

“My breakdown was triggered by my mother’s death. I was a 41-year-old, divorced, single parent of two children and I had no support. The council was trying to evict me from my home. I was eating hardly anything and I wasn’t sleeping. I was shaking and suffering huge anxiety, but I didn’t know I was ill. I thought I just had too much on my plate. I now feel that if people had been there for me, if people had listened to me, I might not have become so ill. Everyone knew me as a very strong person who helped others with their problems, so when I was saying, ‘I'm not coping, I need help,’ people didn’t pay any attention. I began spending a lot of time in bed under my duvet. I went to my doctor who gave me antidepressant pills. I knew nothing about depression and he didn’t tell me anything. A friend came round to see if I was all right one Friday morning. She didn’t know I'd already decided to kill myself. She found me sitting in bed ranting and raving. She saw an empty pill bottle and a half-empty bottle of whisky and she phoned my doctor, who called an ambulance. I was kept in hospital for two weeks and sent home with more pills, but still no more information about depression.”
“I started going to the library and reading books on mental health and saw how diet, lifestyle, healthy eating and vitamins were involved. Slowly, I began to recover. I had a lot of help from a lovely mental health nurse who took a real interest in me. She used my love of plants to deal with my social exclusion by driving me in her car to the garden centre for a walk and a cup of coffee. Having someone else caring about me was the catalyst that helped me sort out things I couldn’t cope with. It took me a long time, but I got back on my feet. It would have been faster if I’d had more support and more information. I now run a depression awareness group so that other people don’t have to go through what happened to me.”

Reference:


Appendix Two: Questionnaire for the participant

Questionnaire

This questionnaire aims to collect data from the interviewees, who participates the research of “Investigate the feasibility of Bibliotherapy on Chinese Oversea students in UK”. This questionnaire is anonymous and confidential, which could acquire more details in the information sheet. Thanks for your participation.

1. What is your gender?
   A. Male
   B. Female

2. How long have you been in UK?
   A. Less than 1 year
   B. 1 year
   C. 2 years
   D. 3 years
   E. More than 3 years

3. Have you ever fell down or depressed whilst in the UK? (IF your answer is ‘no’, please continue to question 9.)
   A. Yes
   B. No

If your answer Yes, How many times have you felt down or depressed?
   A. 1-5
   B. 5-10
   C. 10-15
   D. >10

4. How do you feel now? (Please circle one number)

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5. How do you feel the overall life whilst in the UK? (Please circle one number)

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6. What causes you to feel down or depressed? (Multiple Choice)
A. Homesick
B. Ill Health
C. Study pressure
D. Culture differences
E. Financial pressure
F. Loneliness
G. All above
H. None above

If your answer is “None above” Please write down your answers.

7. Please rank your choices in the question 6.

8. What symptoms have you been when you felt down or depressed? (Multiple Choice)
   A. Headaches
   B. Not wanted to go out
   C. Unable to study
   D. Unable to concentrate
   E. Not eat regular meals
   F. Eat too much
   G. Shopping
   H. Drink/ smoke/ drugs
   I. Unable to sleep
   J. Cry
   K. Get angry

9. Do you read for leisure?
   A. Yes
   B. No

10. Have you used books to help you when you felt down or depressed?
    A. Yes
    B. No

11. Have you heard of the ‘bibliotherapy’?
    A. Yes
    B. No

Thanks for your participation.
Appendix Three: Focus group questions

Focus Group Discussion Questions

This focus group discussion questions aims to collect data from the interviewees, who participates the research of “Investigate the feasibility of Bibliotherapy on Chinese Oversea students in UK”. These questions are the general questions in the whole procedure of the focus group discussion.

1. How long have you been studying in the UK?
2. What do you feel about your studying life in the UK?
3. Have you felt down or depressed whilst in the UK?
4. What are the feelings of down or depressed?
5. What did you do to get support when you felt down or depressed?
6. Have you read books to improve your mental wellbeing, when you felt down or depressed?
7. What kinds of books could help you in your opinion? (E.g. fictions, non-fictions, poetry, magazines, news etc.)
8. Do you prefer reading online or printed documents?
9. Why do you prefer reading online or printed documents?
10. If you can borrow the books from the public libraries, would you choose to borrow them?
11. What feelings do you get from reading?
12. How do you feel about the books in the “reading list”?
13. How do you feel about misery books?
14. How do you think the reading group (GIR Model)?
15. How do you think writing something in the reading group (RAYS Model)?
16. Why dose these books are helpful in your experience to improve mental wellbeing?
17. Do you prefer reading books in Chinese or other languages?
18. Why do you prefer those books in this language?
19. What do you think about the feasibility of bibliotherapy?
20. What should be done when promote bibliotherapy to Chinese overseas students?

Thanks for your participation
Appendix Four: Participant Information Sheet and Ethical Application Form

Participant Information Sheet

Investigate the feasibility of Bibliotherapy on Chinese overseas students in UK

You are being invited to take part in a research project that will focus on investigating the feasibility of bibliotherapy on Chinese overseas students in UK. Before you decide whether or not to take part, please read the following information in order for you to fully understand the nature of the research, what it involves and how you can be a part of it.

What is the purpose of this project?

Bibilotherapy is a method to improve the mental wellbeing of individuals. Although this concept has been already studied in the western countries, it is not familiar to Chinese students. Chinese overseas students could suffer from anxiety or depression. This research aims to identify the feasibility of bibliotherapy on Chinese overseas students in UK, in providing an effective method to improve the psychological situation of Chinese overseas students. This project will be during form May 2012 to September 2012.

Why have I been chosen?

You have been chosen because you are the Chinese overseas students, who are aged between 20 and 30. Participants will be recruited to attend in a series of focus groups to gather people opinions on bibliotherapy in this context.

Do I have to take part?

This research is voluntary. If you are interested in this project and willing to take part, you will be given
this information sheet and to keep. A consent form has to been signed to claim your permission, while you
decide to attend in this research. Moreover, you can withdraw this project no matter what time and
reasons.

**What will happen to me if I take part?**

This project will be during form May 2012 to September 2012. There are two main procedures of this
project, which participants will be involved, including a brief survey and group discussion respectively.
The survey will take approximately 15 minutes and group discussion will last approximately 45 minutes.
Furthermore, between these two procedures, some basic materials will be provided to the participants to
understand the group discussion.

The survey will be undertaken first, which includes some personal information and details about the
general wellbeing of participants. Approximately seven participants will attend in one group. One
objective aims to identify the significance of the bibliotherapy concept through the interpretation of
Chinese overseas students. The other one focuses on to identify whether the bibliotherapy has played role
in the previous experience of Chinese overseas students, when and if they suffered from depression and
anxiety symptoms.

**What do I have to do?**

Attend the focus group and be prepared to complete the survey and engage in discussion.

**What the possible disadvantages and risks of taking part?**

Due to the topic of this project and eastern culture, some questions about the mental health conditions will be
asked in the questionnaire, which may arise the uncomfortable of participants. However, the information of
survey could not de discussed in the group discussion procedure, which aims to protect the participants’
information in some extent. The content of the survey will not be discussed widely, only will help the data
analysis procedure.

**What are the possible benefits of taking part?**

Whilst there are no immediate benefits for those people participating in the project, it is hoped that this
work will could provide anther method to improve information on how to support Chinese overseas students. Furthermore, some useful information could be concluded through this project in some extent.

**What if something goes wrong?**

Ms. Barbara Sen is the supervisor of this project. If you would like to complain this project, you could contact Ms. Barbara Sen. You can contact with her email address, which is b. a.sen@sheffield.ac.uk. The telephone number is 0114 222 2635. However, if you think you are not satisfied, the “Registrar and Secretary” of university of Sheffield would help you.

**Will my taking part in this project be kept confidential?**

All the collected data about you are guaranteed to keep confidentially, which also could not be used in any research or projects. All the information will be anonymous. One of the copies of final results of this research will send you to keep.

**What type of information will be sought from me and why is the collection of this information relevant for achieving the research project's objectives?**

Two kinds of information will be collected in this research. One is the information of survey. One questionnaire will be used to collect objective data of participants, which includes some mental wellbeing of participants. These questions aim to make the research results more precise and provide basic information to the data analysis. These kinds of information will not be mentioned in the group discussion process. The group discussion will focus on collecting the interpretation of the participants, which will concentrate on the two objectives. This data collecting procedure is the main method to investigate the feasibility of bibliotherapy.

**Will I be recorded, and how will the recorded media be used?**

The audio recording of the focus group process will be made to help the data analysis. It can be guaranteed that all the records will be confidential and safe to storage. All the information in the record will not be used in any other researches or reports. If you decided to take part in this project, the confirmation information of audio record need to be signed in the consent form as well.

**What will happen to the results of the research project?**
The final dissertation will be submitting on September, 2012. After the submission, one copy of the summary of the final results will be sent to you if you required. All the collected data in this research will not be involved in any other reports or researches.

**Who has ethically reviewed the project?**

This project has been ethically approved via Information School ethics review procedure The Research Ethics Committee of the University of Sheffield will monitor the application and delivery of the University’s Ethics Review Procedure across the University.

**Contact for further information**

If you would like to understand further information about this research, these contact the reserachers by following ways.

Lu Cai  
Email: Lcai1@sheffield.ac.uk

Or the project supervisor:  
Ms. Barbara Sen  
Email: b.a.sen@sheffield.ac.uk  
Telephone: 0114 222 2635

*Thank you for your reading*
University Research Ethics Application Form
for Undergraduate & Postgraduate-Taught Students

I confirm that I have read the current version of the University of Sheffield ‘Ethics Policy Governing Research Involving Human Participants, Personal Data and Human Tissue’, as shown on the University’s research ethics website at: www.sheffield.ac.uk/ris/other/gov-ethics/ethicspolicy

A1. **Title of research project:** Investigate the feasibility of Bibliotherapy on Chinese Overseas students in UK

A2. **Name of Student:** Lu Cai  
   Department: Information School  
   Email: Lcai1@sheffield.ac.uk  
   Tel.: 07586 711 461

   **Name of Supervisor:** Ms. Barbara Sen

A3. **Proposed Project Duration:**  
   Start date: 19/05/2012  
   End date: 03/09/2012

A4. Mark ‘X’ in one or more of the following boxes if your research:

- involves adults with mental incapacity or mental illness
- involves prisoners or others in custodial care (e.g. young offenders)
- involves children or young people aged under 18 years
- involves using samples of human biological material collected before for another purpose
- involves taking new samples of human biological material (e.g. blood, tissue)*
- involves testing a medicinal product *
- involves taking new samples of human biological material (e.g. blood, tissue)*
- involves additional radiation above that required for clinical care *
- involves investigating a medical device *

* If you have marked boxes marked * then you also need to obtain confirmation that appropriate University insurance is in place. To do this email insurance@shef.ac.uk and request a copy of the ‘Clinical Trial Insurance Application Form’.

It is recommended that you familiarise yourself with the University’s Ethics Policy Governing Research Involving Human Participants, Personal Data and Human Tissue before completing the following questions. Please note that if you provide sufficient information about the research (what you intend to do, how it will be carried out and how you intend to minimise any risks), this will help the ethics reviewers to make an informed judgement quickly without having to ask for further details.
A5. Briefly summarise:

i. **The project’s aims and objectives:**
   (this must be in language comprehensible to a lay person)

   This project aims to investigate whether bibliotherapy could be feasible among the Chinese overseas students. Although the concept of bibliotherapy is studied in many years, it is not familiar to the Chinese students, which stressed the necessity of this project. There are two objectives, which aim to discover the essentiality of the concept of bibliotherapy by the interpretation of Chinese overseas students and the potential role of bibliotherapy in the previous lives of Chinese overseas students.

ii. **The project’s methodology:**
   (this must be in language comprehensible to a lay person)

   This project will use deductive approach to investigate. Approximately thirty Chinese overseas students, who are aged between 20 and 30, are the main participants. The survey and focus group are the methodology of this research. Before the focus groups, the questionnaire will be undertaken in order to understand some personal details, and general wellbeing and how the students have coped with feeling in Sheffield in a new situation. Furthermore, some basic information materials will be provided to the participants before the focus groups. All participants will be separated into five focus groups, which will last approximately 45 minutes to discuss the topic of bibliotherapy. The whole procedure of discussion will be recorded with the participants’ permission.

A6. What is the potential for physical and/or psychological harm / distress to participants?

Due to the speciality of bibliotherapy, the mental wellbeing of the participants will be focused on, which may cause some psychological issues of participants. However, these kinds of psychological effect could be controlled in some extent, because this project will concentrate on more details of the personal interpretation of bibliotherapy rather than the psychological symptoms of participants.

A7. Does your research raise any issues of personal safety for you or other researchers involved in the project? (especially if taking place outside working hours or off University premises)

If yes, explain how these issues will be managed.

In order to arrange the group discussion, some participants may be arranged outside the working hours. The university facilities, such as department or libraries’ discussion rooms, will be used to undertake the group discussion on university premises. Participants will be told when the group discussion will be undertaken and how to arrive in the place. Some safety advises will be mentioned to protect participants from risks. (e.g. traffic risks etc.) All these kinds of information will be informed in order to achieve the participants’ permission.
A8. How will the potential participants in the project be:

i. Identified?
First of all, the participants in this project have to be Chinese overseas students, who are aged from 20 and 30, who are almost the students in the university. It implies that participants could be found in the university region. Secondly, the method of snowball could provide effective theory to identify the relevant participants from other introduction of friends and classmates of mine.

ii. Approached?
The email is the main way to approach the participants. Students will be approached by email via the My Announce Supplier via department email. Telephone contact will be used to approach students as well. However, in order to avoid stressing the participants, the telephone contact will not be the main methods. When the participants reply the emails, the fact-to-face communication will be undertaken in order to explain more details about this project as well.

iii. Recruited?
The university email system will be used to recruit the participants. The aim and objectives of this project could be introduced to the potential participants firstly, in order to stress the essentiality of this research. The confidentiality of the research data will be guaranteed to the participants to protect their personal details from the risk of revealed. Moreover, general details of research procedure will be illustrated to them as well, which could decrease the participants’ anxiety of the research. These types of basic information of this research could provide more details to the potential participants, which is not only to explain the value of this research, but it could also supply a safety environment to the participants to attend.

A9. Will informed consent be obtained from the participants?

YES ☒ NO ☐

If informed consent or consent is NOT to be obtained please explain why. Further guidance is at: www.sheffield.ac.uk/ris/other/gov-ethics/ethicspolicy/policy-notes/consent
A9.1. This question is only applicable if you are planning to obtain informed consent: How do you plan to obtain informed consent? (i.e. the proposed process?):
Firstly, all the research information will be described in the participant information sheet in order to provide enough useful information to the participants to understand the background, rationales, methodology, potential risk, benefits, the participant right and process of this research. After the participant’s reading, if they would like taking part in this research, the consent form will be signed by them, which aims to confirm participant has understood all the information of this research.

A10. What measures will be put in place to ensure confidentiality of personal data, where appropriate?
Anonymity is the most significant measure of this project in order to be confidentiality. All the names of the participants will not appear in all the documents of this research, including questionnaire, all the collected data materials, and the whole dissertation. The specific number will be used to codify all the participants. All the documents of this research will be stored into the password-protected personal computer, which can be read merely by the researcher and the supervisor of this project. When the project is finished, all the documents will be destroy appropriately.

A11. Will financial / in kind payments (other than reasonable expenses and compensation for time) be offered to participants? (Indicate how much and on what basis this has been decided)
No financial payments will be offered to the participants. All the participants will be voluntary, which will be noticed to the participants before undertaking the project.

A12. Will the research involve the production of recorded media such as audio and/or video recordings?

YES ☑ NO ☐

A12.1. This question is only applicable if you are planning to produce recorded media: How will you ensure that there is a clear agreement with participants as to how these recorded media may be stored, used and (if appropriate) destroyed?
All the information about the use, storage and destroy of the record will be explained in the permission form of participants, which will be informed by the participants. The records will be stored in the researcher’s place, and only can be read by the researcher and supervisor. When the project is finished, all the records will be destroyed. Moreover, supervisor will monitor all the progresses of the records in this project.

Guidance on a range of ethical issues, including safety and well-being, consent and anonymity, confidentiality and data protection’ are available at:
www.sheffield.ac.uk/ris/other/gov-ethics/ethicspolicy/policy-notes
For Undergraduate & Postgraduate-Taught Students

Supervisor Declaration

(The Supervisor completes Annex 2 if s/he has classed the student’s proposed research project as potentially ‘high risk’)

The Ethics Administrator needs to receive an electronic copy of the form, and other documents where appropriate, plus a signed, dated paper copy of this Annex 2 ‘the Supervisor Declaration’.

Full Research Project Title: Investigate the feasibility of Bibliotherapy on Chinese Oversea students in UK

In signing this Supervisor Declaration I am confirming that:

• The research ethics application form for the above-named project is accurate to the best of my knowledge and belief.

• The above-named project will abide by the University’s ‘Good Research Practice Standards’: www.sheffield.ac.uk/ris/other/gov-ethics/good

• The above-named project will abide by the University’s ‘Ethics Policy for Research Involving Human Participants, Data and Tissue’: www.sheffield.ac.uk/ris/other/gov-ethics/ethicspolicy

• Subject to the above-named project being ethically approved I will undertake to ensure that the student adheres to any ethics conditions that may be set.

• The student or the Supervisor will undertake to inform the Ethics Administrator of significant changes to the above-named project that have ethical consequences.

• The student or the Supervisor will undertake to inform the Ethics Administrator if prospective participants make a complaint about the above-named project.

• I understand that personal data about the student and/or myself on the research ethics application form will be held by those involved in the ethics review process (e.g. the Ethics Administrator and/or reviewers) and that this will be managed according to Data Protection Act principles.

• I understand that this project cannot be submitted for ethics approval in more than one department, and that if I and/or the student wish to appeal against the decision made, this must be done through the original department.

Name of Supervisor: Ms. Barbara Sen

Name of student: Lu Cai

Signature of Supervisor: Ms. Barbara Sen

Date: 27/04/2012
Appendix Five: Translation file of the data

Group A
Date: 18/07/1012
Participants: No. 1, No. 2, No. 3, No. 4, No. 5, No. 6.

Good evening, my name is Lu Cai. Thanks for attending this focus group discussion. Today the discussion topic is the feasibility of bibliotherapy on Chinese overseas students in UK, including twenty questions. I hope everyone could discuss those questions like usual chat. If you have some questions, please ask me without hesitate. So let’s start with the first question.

1. **How long have you been studying in the UK?**
   - “2 years.”
   - “2 years.”
   - “2 years.”
   - “4 and half years.”
   - “4 and half years.”
   - “2 years.”

2. **What do you feel about your studying life in the UK?**
   - “Very good, with happiness and sadness.”
   - “Good, lower living price makes life easier.”
   - “Although there are some differences between reality and imagination, it is good as a whole.”
   - “Mainly satisfied.”
   - “Good, but many Chinese crowds around the city hall.”
   - “Good.”

3. **Have you felt down or depressed whilst in the UK?**
   - “Yes.”
   - “Of course, always feel down.”
   - “Yes, especially before exams and submitting assessments.”
   - “Almost happy, but I would miss home on New Year or other festivals.”
   - “I think the study pressure is the reason, cause me felling down.”
   - “Yes, but I miss home rarely.”

4. **What are the feelings of down or depressed?**
   - “Ulcer.”
   - “Getting angry.”
   - “I cannot get to sleep and eat too much.”
“Headache.”
“I usually drink to relax.”
“I would sleep too much.”

5. **What did you do to get support when you felt down or depressed?**
   “Usually I would stomp, play video games and talk to my girlfriend.”
   “Yes, communicate with each other is helpful to my depression. And I would like to go shopping, listen music or go to gym to remit the unhappy by myself.”
   “I think self-regulation is important for me, such as sleep and watching teleplay. If I could do something just is not relevant to the pressure source, I would feel better.”
   “Despite of those methods, decentralization of the attention is useful. I would to drink to relax, or playing video games to and watching teleplays to keep my attention focus on other things.”
   “I would like to go to the online forum and Weibo (Chinese Twitter) to read some interesting news or discussion.”
   “Well, I do nothing especially, just to talk with friends. Confide in some close friends, is helpful to release myself.”

6. **Have you read books to improve your mental wellbeing, when you felt down or depressed?**
   “Yes, I would like to read some novels.”
   “Rarely, but I like to read some short stories in the online forum.”
   “Yes, me too, I just to read some short things such as newspaper and magazines, because I could not be concentrated on some novels or when I feel down or depression.”
   “Almost same to others, novel is my favourite stuff.”
   “Magazines with some short stories.”
   “I do not read when I feel badly, I think it is too difficult to concentrate on the words for me.”

7. **What kinds of books could help you in your opinion? (E.g. fictions, non-fictions, poetry, magazines, news etc.)**
   “Novel”
   “Short stories in the online forum, newspaper.”
   “Yes, I like newspaper and magazines.”
   “I like novel, because the plots could attract me to forget unhappiness.”
“Magazines with some short stories. I have read a Chinese magazine called Youth Digest, which has some interesting positive stories. I think it could provide more positive power to me.

“I do not read when I feel badly, I think it is too difficult to concentrate on the words for me.”

“Does someone like to read the Bible? Sometimes I would like to read the Bible to make me peace.”

“Well, I would like to read some religionary stuff, such as the Bible. Because it is difficult to understand, which could make me focus on it to ignore the sadness.”

“Well, I would like to read real-time comments, which could provide me more knowledge.”

8. **Do you prefer reading online or printed documents?**

   “I prefer reading online.”

   “If it is the newspaper I would like to read the printed one, but others I prefer online.”

   “Some printed books are too expensive, online is more cheaper.”

   “Printed documents are more reality, and I think the printed documents are easier to read for me.”

   “Because I like to make some notes in the books, I think I prefer printed ones.”

   “Yes, me too. Although some software could help to make notes in the electronic documents, I think it still more difficult than in the printed ones.”

9. **Why do you prefer reading online or printed documents?**

   “Electronic documents could be convenient to carry to everywhere, and it is easier for me to read everywhere.”

   “At the first, I think printed documents are easy to read. But after reading more electronic ones, I think electronic ones are easier to carry out. You can store them in many electronic facilities, such as kindles.”

   “Well, although electronic documents are convenient, I would collect printed documents as my hobby.

   “I like the feeling of holding a real book, which could provide me another experience. It is difficult to feel when you carry an electronic facility.”

   “As mentioned before, I prefer online stuff because it is convenient to carry out. Some of the books are too heavy to take to everywhere.”

   “I agree the ideas of the printed documents, I still like reading printed ones.”
10. If you can borrow the books from the public libraries, would you choose to borrow them?

“If you can borrow the books from the public libraries, would you choose to borrow them?”

“Yes, despite of this reason, I think it is a little bit dirty.”

“The academic resources, I would borrow them from libraries, but other books, I would not.”

“I would like to read books in a more relax way, I do not like to be controlled by the date. For example, I could read my books in every time, but I have to adapt to the issued date of the borrowed book.”

“Me too.”

11. What feelings do you get from reading?

“I think I would like to catch positive power from reading.”

“Knowledge.”

“Happiness. I mean when I read some fictions, I would be attracted into the plots, which makes me become the role of the stories. This connection could make me forget some unhappy things.”

“On contrary, I would feel the connection with the authors. When I read a brilliant book, I would think the author was awesome to describe this story.”

“Well, the new knowledge could complete my thinking system, which could arouse me to think more.”

“Entertainment and relax are the most feelings of reading books. And sometimes news could provide me latest information as well.”

12. How do you feel about the books in the “reading list”? 

“They are seems to be helpful, but I would not to choose those books, because I think they are too boring to read for me.”

“I would not read those kinds of books, it is difficult and too academic to read. If I felt down, I could not concentrate on those books.”

“Compared with western countries, the reading habit is different with us. Maybe they feel those kinds of books would help them a lot. But for me, I think everyone is different, maybe they could help each other, but not me. So I will not choose those books.”

“I agree, everyone has his own stories, the same book could help everybody.”
“I think I prefer the books with some stories. If there are too many academic theories, I would not read them.”
“Me too, those books may be more appropriate for rational people. I would not read them even I feel good.”

13. How do you feel about misery books?
““I think it is help me to vent my negative emotion.”
“I disagree with that. When I read some misery books, I would feel even worse.”
“I prefer positive books, because it could give me more power to improve my wellbeing.”
“Well, I think it depends on how the authors describe. I mean if the author writes some experience about the misery, which could make me learn from the experience, it would be helpful. If the author just describe a sad story, it helps me a little.”
“Everyone has different opinions. And the character would influence the understanding as well. In my opinion, I prefer more positive books.”
“When I read misery book, I would be influenced by the negative emotion to some extent. So I would not choose this kind of book when I felt depressed.”

14. How do you think the reading group (GIR Model)?
“I am not sure the effect of reading group. But I doubt that the people, who attend this group, might have some negative emotion. In the process of sharing, do people would be influenced by more negative elements? If so, I think it could make me even worse. I prefer self-regulation.”
“Maybe it is a good idea, but I have not attend in a reading group, so I am not sure the effect.”
“I am not sure, but I think some people would not like to have social connection with each other, when they felt down, it is difficult to encourage them to attend these kinds of reading groups.”
“I think it would be help. As a reader, I prefer to share my opinions with each other. And it could provide an effective experience for people.”
“I think it depends on different people as well. If he has a good reading habit, it could be a positive method.”
“Yes, it depends on different people.”

15. How do you think writing something in the reading group (RAYS Model)?
“If the writing makes me feel it is an assessment, I would not accept this method.”
“Although it is a help way to release myself, it would be difficult to write in the first.”
“I think it could not be helpful. As mentioned, if someone would not like to attending social activities, it is difficult for them to attending.”
“It may be helpful to some extent.”
“In my opinion, it relies on different people, if they have the writing habit, it could be helpful. If not, the effect would be doubted.”
“I think it depends as well.”

16. Why dose these books are helpful in your experience to improve mental wellbeing?
“I think reading could divert my attention.”
“When I felt down, I could not get into sleep, reading could help me sleep to some extent.”
“ So do I. Some books could help me sleep. Some books could help me to concentrate on the plots.”
“Some positive stories could give more power to help me cross the negative emotion.”
“The knowledge from reading could enrich more information, which could improve the current emotion. Moreover, reading may arouse me to share opinions with each other, which could increase social desire potentially. Maybe it could form a positive cycle.”
“I think some kinds of books, such as in the “reading list” could help people to some extent. They could improve the potential knowledge, which could improve wellbeing. But when I have already felt down, I would not to choose them.”

17. Do you prefer reading books in Chinese or other languages?
“Chinese.”
“Well, I think English academic books are more helpful. But other books, I would choose Chinese books.”

18. Why do you prefer those books in this language?
“The aim of reading is relax. If read English books, I would feel tired.”
“I think Chinese books are easier to read.”
“I would feel cordial about Chinese books, especially the newspaper.”
“The culture is more relevant to our tradition.”
“We have more channels to achieve Chinese books.”
“Despite of those reasons, the lower price would be another reason.”

19. What do you think about the feasibility of bibliotherapy in Chinese overseas students?
“I think it has a high feasibility, because Chinese overseas students have a higher education level, which could support the reading behavior.”
“I agree with that.”
“Well, I disagree with that. You know, there are differentiations between our medical system and UK health system. I do not think too many people would adapt to this health system.”
“Yes, the culture differentiation is another effecting aspect. Some of the Chinese are taboo to the mental problem, which would cause less Chinese to talk the psychological problem with each other.”
“I think the most important thing is to adapt to the current health system and western culture. If these two difficulties could not be solved, it is hard to undertake.
“But I think it is a good way to introduce this method to Chinese overseas students, which could provide some useful methods to them.”

20. **What should be done when promote bibliotherapy to Chinese overseas students?**

“I think the reading habit should be established. Compared with western countries, the reading habits are good, which encourages people to read when they face some problems. But in China, it is not enough. So the promotion of reading habit is important.”

“New students are the target people, who are essential to be promoted.”

“I agree, especially the youth Chinese students. Because these kinds of students need more methods and ways to release the pressure.”

“I think the promotion is important, because rarely students knew this therapy, which is disadvantage to the mental wellbeing.”

“Yes, the shortage of understanding the mental wellbeing and reading habit are negative for the undertaking of the bibliotherapy, which should be focused in the promotion.”

“I think different people have different feelings, which should be separated to discussed in promotion.”

Thank you for your participating. Does anyone have some further questions? If not, this discussion is finished, thank you.

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**Group B**

**Date:** 19/07/2012

**Participants:** No. 7, No. 8, No. 9, No. 10, No. 11, No. 12.

Good evening, my name is Lu Cai. Thanks for attending this focus group discussion. Today the discussion topic is the feasibility of bibliotherapy on Chinese overseas students in UK, including
twenty questions. I hope everyone could discuss those questions like usual chat. If you have some questions, please ask me without hesitate. So let’s start with the first question.

1. **How long have you been studying in the UK?**
   “Less than 1 year.”
   “Less than 1 year.”
   “2 years.”
   “2 years.”
   “2 years.”
   “2 years.”

2. **What do you feel about your studying life in the UK?**
   “I think it was a little bit suffering.”
   “It is good usually, except the exams.”
   “Study pressure is the main element, making me down.”
   “Finance pressure influences my emotion.”
   “Good, but study pressure is still an main influence element.”
   “Although it is good, but there are culture differentiation and language differentiation as well. These elements could make me unhappy.”

3. **Have you felt down or depressed whilst in the UK?**
   “Usually.”
   “Definitely, always feel down.”
   “Yes, when I have exams, I would feel down.”
   “Yes, the study pressure is the main factor to make me down.”
   “Well, I think the weather influences me to some extent.”
   “Study pressure.”

4. **What are the feelings of down or depressed?**
   “I would like to fall asleep. I had fallen asleep almost in three days, because of depress once.”
   “On contrary, I cannot get sleep.”
   “When I feel down, I would either eating too much or eating too little.”
   “Anxiety, sometimes I would like to go out, and do not want to stay in home.”
   “I would have the feeling of endocrine disorder. I could get angry or anxiety easily.”
   “Well, I think I would like sleep, because when I fall asleep, I would not to think about unhappy things.”

5. **What did you do to get support when you felt down or depressed?**
“Almost I would like to go out, because the feeling of free could help me to release myself.
“Shopping. I think shopping could fill my void.”
“Watching films or teleplay could decentralize my attention.”
“Yes, decentralization of the attention is useful. I would watch films or teleplays to keep my attention focus on other things.”
“I would like to read some positive and powerful stories in order to get more motivation.”
“Because I would miss home, when I fell depress. So I would talk with my parents or friends to release.”

6. Have you read books to improve your mental wellbeing, when you felt down or depressed?
“Well, I like to read some detective novels. Because the plots are compact, which could make me focus on the store. Sometime some ghost stories could attract me because of the same reason.”
“Yes, I would read some short stories.”
“Me too. Some blogs.”
“I think I would like to kill time when I felt down, so I would read some news from Weibo (Chinese Twitter).”
“I would not read. I could not concentrated on books, when I am depressed. But if someone would like to read some books to me, I like to listen.”
“Rarely reading. Just to read some news from Weibo (Chinese Twitter).”

7. What kinds of books could help you in your opinion? (E.g. fictions, non-fictions, poetry, magazines, news etc.)
“Novels, sometimes some ghost stories.”
“Some short stories, which could provide me some positive experience. I think read these kinds of stories, seems to have a new start.”
“Some blogs, such as Chai Jing, there are many knowledge which could attract me. In my high school, I had read some historical books as well.”
“I like novel, magazines, short stories from Weibo (Chinese Twitter).”
“Magazines with some short stories, such as Youth Digest. Tao Te Ching could help me, when I felt depression, by some useful theories.”
“In China, I would like to borrow some books from the libraries, such as novels. But I have not borrow books, because of language differentiation.”
8. **Do you prefer reading online or printed documents?**
   “Both of them are ok.”
   “Printed documents.”
   “Reading online.”
   “Printed documents.”
   “Printed documents.”
   “Online.”

9. **Why do you prefer reading online or printed documents?**
   “Both of them are ok, electronic documents are easy to carry, but printed ones are easy to look for specific page.”
   “Yes, I agree, I think it is hard to find out a particular page, when you read electronic documents.”
   “Some printed books are too expensive, and the printed ones are updated slowly.”
   “Printed documents are more reality and easy to read. If I read electronic documents, when I felt down, it would cause me more anxiety.”
   “Printed documents could be collected, but the electronic ones could not.”
   “Online documents are more convenient.”

10. **If you can borrow the books from the public libraries, would you choose to borrow them?**
    “I do not know. I do not know why I would not read the borrowed book, but I would read the bought book. So I have no idea.”
    “Maybe, I would borrow academic books from libraries.”
    “Yes, I have borrowed books from libraries in China. If there are enough books, I will borrow.”
    “No, the range of books in libraries are narrow and they are updated slowly.”
    “Academic books, I would borrow. But other kinds of books, I would not like to borrow.”
    “I like to collect my favourite books. If it is good, I will buy one after reading them.”

11. **What feelings do you get from reading?**
    “Happiness. When I face to some pressure, the plots could attract me into another world. I have read the Dream of Red Mansions, when I was in high school, it helped me to come from the huge study pressure.”
    “Fun and Relax. Sometimes the historical books could enrich my knowledge as well.”
“Peace of mind. I think when I read misery book, I could feel the tragic experience of the role, which seems to be a signal to make me strong. If I read some positive book, my emotion could be influenced by the positive power, then to become happy.”

“Yes, I like some positive books, especially some experience. I mean if the authors could give me some examples, which could let me learn from, it would help me a lot. But if the title does not conform the content, I would feel depression.”

“Happiness. Some novels’ plots could make the connection between me and the role, which could help me to focus on the story instead of unhappiness.”

12. How do you feel about the books in the “reading list”? 
“Well, I would not to read them, because the contents are too boring. Moreover, everyone is different, the same book could not have the same effect on everyone.”

“I agree. Everyone has different stories. Those books could not build connection between me and the book, which seems to be less useful to me.”

“I think I would choose some similar book, but not the same title. In my opinion, when I choose books, I would like to choose someone with the positive title. I mean I will choose the book such as A New Start, rather than five steps to overcome depression. Those kinds of titles seem to be boring.”

“Yes, if the title becomes more positive, I might choose to read.”

“I will read them if psychologists could give me some professional advices. But if not, I would like to choose my interested books.”

“Everyone has particularity, which needs to be treated differently. The similar books might be less helpful.”

13. How do you feel about misery books?
“I would feel even worse. Because I could fall into the tragedy and felt more sadness.”

“When I read some misery books, I could become more positive and active, compared with the role. I would think I am happier than the role, why am I still sad.”

“It depends on my situation. Sometimes, I could not read the misery book. However, sometimes, when I read them, I could establish the connection with the role. It seems that I become the role in the story, and I have the same experience, which could give me a way to vent and release myself.”

“Yes, it is a good way to vent, such as cry. After crying, I would feel relax to some extent.”

“Well, just peace. After reading some tragedy, I just feel the peace in my heart, which could relieve the anxiety and depression.”
“...I prefer more positive books, which could tell me some experience to help me come out.”

14. How do you think the reading group (GIR Model)?

“No, I prefer self-regulation. When I feel bad, I like to stay with myself and do not like to talk too much with others.”

“Yes, despite of staying along, I would to talk with my close friends.”

“Probably I would attend. If there is an opportunity to share with each other, it would provide me more new idea. Maybe sharing could help me to some extent. But I am not sure.”

“I prefer to share with my close friends. I think it is weird to share ideas with strangers. Furthermore, I think my close friends could understand my current situations, which could give more help.”

“Yes, close friends could give me more advices. Strangers may be could not understand the situations, which make the advices could not get the point. But some online forums, I would like to attend.”

“I think Chinese people would like to have an independent space to read rather than sharing. Western people could accept it. Furthermore, I do not like the feeling of control, so I would not attend reading group.”

15. How do you think writing something in the reading group (RAYS Model)?

“Writing is good.”

“Yes, it could reflect the current emotion to some extent.”

“And writing could vent as well. We can writing the unhappiness to release ourselves.”

“I am not sure. Maybe it has effect.”

“In my opinion, it relies on the writing habit. If someone likes to write, he would believe it could help him.”

“Depends.”

16. Why dose these books are helpful in your experience to improve mental wellbeing?

“Divert my attention.”

“The connection with role could bring me into another world.”

“The compact plots could attract me to concentrate on another thing, which could let me forget some unhappiness.”

“Positive power. The positive power could give me more strength, and I could learn from the previous experience.”

“Peace. Books could make my heart to become peace.”
“Vent and release myself. And I think women prefer reading more than men.”

17. **Do you prefer reading books in Chinese or other languages?**
   “Chinese.”

18. **Why do you prefer those books in this language?**
   “More easier to read.”
   “I can acquire more information in a short time by reading Chinese documents.”
   “I could understand the plot and writing style easily. I think there are writing differentiations between western and eastern countries. I can understand Chinese books easily.”
   “Language differentiations. Although we have capability to read English documents, it still harder than reading in my native language.”
   “Cordial feeling. I remember the first time, when I saw the Chinese words in Sheffield, I felt very happy. I think the feeling of cordial is another motivation.”
   “Well, yes. And I think the culture differentiation is another reason. I prefer to choose the books, which is similar to my value.”

19. **What do you think about the feasibility of bibliotherapy in Chinese overseas students?**
   “If Chinese books could be used into this therapy, it will be good. It is cordial for the Chinese overseas students. If using more English books, I will not sure.”
   “The therapy is feasible, but I doubt the effect. You know, everyone has different habit, character. It is difficult to measure the effect.”
   “I am not sure. It could be helpful to some extent. But I think the people, who cannot concentrate, will not choose this method.”
   “I think this therapy is feasible, but I doubt the effect as well.”
   “Well, people will have more independent space, which could create more opportunities for reading. Thus, I think it is feasible.”
   “Despite of the therapy’s characteristic, the reading habit is another problem of Chinese overseas students. More and more students spend little time to reading. If they do not read, this therapy could not useful anyway.”

20. **What should be done when promote bibliotherapy to Chinese overseas students?**
   “Probably it does not work. Because everyone has different habits, it is hard to classify them.”
   “I think so. This relates to the habit, which could not be generalized.”
“I think it will work if my close friends introduce this therapy to me. If some strangers do the promotion, I will feel weird and doubt.”
“I prefer to purchase some Chinese books from the promotion. I think this way is more effective than oral promotion”
“ Others’ success could be repeated by me. I mean someone will think this therapy would help others rather than me, when they see the promotion. So I think may be promotion will not help.”
“I think Chinese like hearing others’ successful experience, so if someone could provide more experience, the promotion may work to some extent.”

Thank you for your participating. Does anyone have some further questions? If not, this discussion is finished, thank you.

Group C
Date: 23/07/2012
Participants: No. 13, No.14, No. 15, No.16, No. 17, No. 18.

Good evening, my name is Lu Cai. Thanks for attending this focus group discussion. Today the discussion topic is the feasibility of bibliotherapy on Chinese overseas students in UK, including twenty questions. I hope everyone could discuss those questions like usual chat. If you have some questions, please ask me without hesitate. So let’s start with the first question.

1. **How long have you been studying in the UK?**
   “1 year.”
   “2 years.”
   “2 years.”
   “More than 3 years.”
   “2 years.”
   “2 years.”

2. **What do you feel about your studying life in the UK?**
   “It is good, although the study pressure is higher than expected.”
   “Not bad.”
   “I think we are happier than the people, who cannot to go abroad, although sometimes it is very tired.”
   “Almost happy.”
“Neither good nor bad.”
“Good.”

3. **Have you felt down or depressed whilst in the UK?**
   “Most of the time, the dull life makes me depress.”
   “Yes, the main reason is homesick.”
   “Despite of homesick, I would feel bad with frustration.”
   “Well, I do not miss home too much, study pressure influence me a lot.”
   “I agree, and some physiological conditions cause psychological problems as well.”
   “Yes, sometimes, financial pressure could be strong.”

4. **What are the feelings of down or depressed?**
   “Well, I would eat too much and go shopping.”
   “Yes, I like eating to relieve my depression.”
   “When I felt down, I could not eat any more and I would not fall asleep. Anxiety is another feeling.”
   “Exhausted and have no energy to do anything.”
   “Despite of those feelings, I cannot concentrate on anything as well, especially study.”
   “Me too. I feel anxiety and angry.”

5. **What did you do to get support when you felt down or depressed?**
   “Eating, shopping.”
   “I would like to go to gym, taking photos or drink.”
   “When I felt down, I would like to eat something to make me happy. Watching films and taking photos are excellent ways as well.”
   “I would like to play video games and watching films. Although smoke is not a health way to vent, sometimes I would choose this way.”
   “Because I like drawing, I would draw pictures or calligraphy to make me focus on other things. Talking with my parents could help me to release myself.”
   “My methods are similar to each other, such as watching films, taking photos and eating something. Despite of those, writing blogs could help me to vent the current emotion.”

6. **Have you read books to improve your mental wellbeing, when you felt down or depressed?**
   “Yes. Some comments.”
   “News. Sometimes I could read some poems in the process of calligraphy.”
   “I have read some books to teach how to relax.”
   “Rarely reading, but I like to buy books.”
“I have read some online books.”
“Yes. I would like some magazines.”

7. **What kinds of books could help you in your opinion? (E.g. fictions, non-fictions, poetry, magazines, news etc.)**
   “I would like to read some short stuff, because I could not concentrate on some fictions when I felt down.”
   “Novels, which have compact plots.”
   “Yes, novels are helpful. I read one novel once, and it helps me a lot.”
   “Some short stories. Sometimes poems could attract me to concentrate as well.”
   “I have read some books, which teach how to relax myself. But I think it is not helpful, so I would choose something I am interested, such as comments or short stories.”

8. **Do you prefer reading online or printed documents?**
   “Printed documents.”
   “Usually, I would buy books firstly, but if I cannot get it, I would like to read it online.”
   “I prefer electronic documents, which is convenient to carry out.”
   “When I read electronic documents in a long time, I would feel tired and uncomfortable. Thus I would like printed ones.”
   “First I would evaluate whether it is worth to buy. If it worth to buy, I would buy it as collection. If not, I would like to read online.”
   “Although the printed ones are more reality, they are too difficult to carry.”

9. **Why do you prefer reading online or printed documents?**
   “Printed books are easy to read.”
   “Electronic documents are convenient to carry.”
   “As hobby, printed books could be collected.”
   “Printed ones are more reality than electronic ones.”

10. **If you can borrow the books from the public libraries, would you choose to borrow them?**
    “No, I prefer collecting books.”
    “Yes, it is more cheap.”
    “No, I feel uncomfortable to the borrowed books.”

11. **What feelings do you get from reading?**
    “Maybe happy. When I read a great book, I would be attracted and keep reading until finish.”
“I would like to learn more knowledge from reading, I think the knowledge could fill my heart.”

“Well, I think books could influence my values. And I think the feelings are different. Sometimes when I feel great, I could learn more knowledge from books. But when I felt bad, the aim of reading becomes relax instead of study.”

“Almost the same with others. Study and relax are main feelings.”

“It depends on the mood. When I fell down, I would like to read some positive books to get some positive power.”

12. How do you feel about the books in the “reading list”? 

“Probably it is useful, but I would not like these kinds of books.”

“I think it does not have the same effect on me, although it helps others. Furthermore, these kinds of books seem to be irreality to some extent.”

“They are too boring to concentrate. When I felt anxiety or depression, I could not focus on those books.”

“I prefer some real examples, which can be learnt from. Those books seem to lack of examples.”

“When I am great, I may select those types of books, but I think if there are some stories, they could be more easier to read.”

“Well, yes. They seem to be too theoretic. I would not like to read them.”

13. How do you feel about misery books?

“I think it could make effect to some extent. I have heard a magazine editor said why he would like to work for a magazine, which collect misery stories. He said that he could get more power to cope with frustrated, when read others’ tragedy story. I think it is true.”

“Yes, it is a good way to release my unhappiness through the misery books. After venting, my negative mood could be relieved to some extent.”

“Sometimes, I would like to read them, which could build the connection with the roles in order to vent.”

“The feelings of reading misery books are different in different mood. Sometimes, it could provide more positive power by compared with others. But sometimes they are not.”

“I prefer more positive books, which could give me positive power.”

“I think women could be influenced more by the misery books than men.”

14. How do you think the reading group (GIR Model)?
“I would like reading group, but with respect to read loudly, I think it is embarrassing.”
“Yes, I agree it is weird to read aloud in a strange group. Moreover, I think it is hard to be accepted by Chinese people to read aloud.”
“I prefer a independent reading space for myself. Reading group seems to broke the personal space for me.”
“On contrary, it is a good opportunity to share different ideas with each other. And I could absorb more new ideas.”
“But I think read aloud mag be a way to vent, which can release yourself to some extent.”
“Yes, it could be. And you could make more friends, which could make me feel I am not alone.”

15. How do you think writing something in the reading group (RAYS Model)?
“I think it is helpful. I would write blogs when I feel not good, and it helps me a lot.”
“Although it could provide a good way to vent, it is difficult for people to write at the beginning.”
“Yes, the writing habit is an affecting factor as well. People, who have good writing habit may get more support.”
“I agree, it depends on different habits.”
“Despite of creative writing, I think transcribe some documents could be positive. When I felt down, I have transcribed some poems as calligraphy. I could concentrate on it, which divert my attention.”
“Well, I think it is hard to measure the effect of writing. Maybe it could help some people. Moreover, the same person could have different feelings in writing as well, which is difficult for measuring the effect of this model.

16. Why dose these books are helpful in your experience to improve mental wellbeing?
“I think reading could divert my attention. When you have been attracted by the compact plots, you could forget unhappiness.”
“I think it is a way to release negative mood, For example, some misery stories could help you to vent bad mood.”
“I think so, some books could give me strength to cope with the depression. Some books could help me to concentrate on the plots.”
“Concentration is another benefit. If I can focus on other stuff, I could forget the feeling of anxiety or depression, which seem to help in another way as well.”
“Some positive examples could provide me encouragement. It seems to be a new start in my life.”
“Divert attention is important for me to relieve bad mood. Reading could attract me into the plots in order to divert attention.”

17. Do you prefer reading books in Chinese or other languages?
“Chinese.”
“Almost Chinese books, but if some English novels, I prefer original edition rather than translated version.”

18. Why do you prefer those books in this language?
“The Chinese writing style is more easier to understand.”
“Language differentiation is one reason to choose Chinese books.”
“It is more easier for me to read Chinese books.”
“The culture is more relevant to our custom.”
“ I prefer original edition when I read some foreign fictions. Because the translated version is a little bit weird, you know.”
“Cordial and identity could be found through Chinese books.”

19. What do you think about the feasibility of bibliotherapy in Chinese overseas students?
“ Maybe a little. I think reading group could make effect on relax rather than treatment.”
“I think bibliotherapy could be feasible, but I think it should not limit the types of books in the process of implementation.”
“In my opinion, reading is a specific habit. When implement bibliotherapy, it should be based on different reading habits. And some professional books seem to be less useful.”
“Yes, I agree. Everyone has his own potential pattern to improve his mental wellbeing. The new method has to satisfy different requirements.”
“I think creative writing could be helpful.”
“Bibliotherapy could be undertaken in abroad. You know, the environment in overseas is quiet, which is appropriate for reading books.”

20. What should be done when promote bibliotherapy to Chinese overseas students?
“It may be effective, but I think it will be limited.”
“The promotion could make the reading become conscious from unconscious, which may be encourage more people to use this therapy.”
“But the promoted words should be focused. According to the Chinese culture, some people are still sensitive with the mental wellbeing. If some words are imprudent, it could fail.”

“Yes, I agree, some of Chinese are too sensitive. They could misunderstand the professional advices. Thus, the target should be classified carefully.”

“Although bibliotherapy seems to be helpful, I still doubt the effect.”

“It is difficult to attract people to try new therapy. Maybe the promotion could help the implementation.”

Thank you for your participating. Does anyone have some further questions? If not, this discussion is finished, thank you.

Group D
Date: 24/07/2012
Participants: No. 19, No. 20, No. 21, No. 22, No. 23, No. 24.
Good evening, my name is Lu Cai. Thanks for attending this focus group discussion. Today the discussion topic is the feasibility of bibliotherapy on Chinese overseas students in UK, including twenty questions. I hope everyone could discuss those questions like usual chat. If you have some questions, please ask me without hesitate. So let’s start with the first question.

1. How long have you been studying in the UK?
   “2 years.”
   “2 years.”
   “2 years.”
   “2 years.”
   “2 years.”
   “2 years.”

2. What do you feel about your studying life in the UK?
   “Peaceful.”
   “There are happiness and sadness.”
   “Boring.”
   “Great.”
“It was good in the first year, but it becomes a little bit boring in this year.”
“Good, I have met some different friends, and felt grown up.”

3. Have you felt down or depressed whilst in the UK?
“Yes.”
“Always.”
“Usually.”
“Yes.”
“Sometimes.”
“Yes.”

4. What are the feelings of down or depressed?
“I cannot fall asleep.”
“Feel exhausted and do not want to go out.”
“Eat too much. Sometimes I would cry.”
“When I felt down, I would not want to talk with others and do not want to go out. Nervous.”
“Anxiety. I even would have nightmares.”
“Depress and nervous.”

5. What did you do to get support when you felt down or depressed?
“Sometimes I would like to go out or travel to relax. Sleeping could avoid thinking about depression as well.”
“Me too! When I feel depression, I would like to go walking. It is a good way to relax myself.”
“Compared with going out, I would like to talk to my friends or parents. I think I could get comfort and the feeling of being loved from them.”
“Watching films or some TV shows. Go fishing is a great way to get peace.”
“Smoke, drink. Although these two ways are not health, sometimes they could help me to relax to some extent. Additionally, talk with some friends could release myself too. I think I could get the identity from friends.”
“I have two poles. One is talking too much. When I feel bad, I would keep talking to my friends until I feel good. The other pole is keeping quiet and do not talk with others. Well, in my opinion, people would look for something, when they lack of something. I mean if people think they are lack of identity, they would like to talk with their friends. If you want to vent, you could go shopping. The supporting way is based on the requirements of people.”
6. **Have you read books to improve your mental wellbeing, when you felt down or depressed?**

   “Yes.”
   “I have read some.”
   “I always read books, but the aim of reading is unconscious to relax rather than improving mood.”
   “I have rarely read books, but I would like to read some short stories from Weibo (Chinese Twitter).”
   “Rarely, I had read some books in high school for relax.”
   “Yes, such as novels, comments, short stories.”

7. **What kinds of books could help you in your opinion? (E.g. fictions, non-fictions, poetry, magazines, news etc.)**

   “Magazines. Biography.”
   “Novels. The Bibles.”
   “Short stories in Weibo (Chinese Twitter).”
   “Because of anxiety, I could not focus on books. So I rarely choose some novels. But poetries, comments and short stories could be useful.”
   “Yes, sometimes the poetries could make my mind peace from the theirs’ descriptions. And the Chinese poetries have refined language.”
   “I would like some detective fictions, which could attract my attention in the plots.”

8. **Do you prefer reading online or printed documents?**

   “Printed documents.”
   “Printed documents.”
   “I agree.”
   “Electronic documents
   “Both of them are different. But I prefer printed ones”
   “I am not sure.”

9. **Why do you prefer reading online or printed documents?**

   “Printed books, because they are more reality than electronic ones. And printed ones could be convenient.”
   “Yes, printed ones could provide another feeling. And printed ones are more health to the eyes. I think I have spend too much time on the computer daily, so I would like reading printed ones to relax.”
“Kindle is a good facility to read electronic documents. It is convenient to carry and present the book in a good format.”

“Printed books could be collected. Sometimes I think electronic documents could cause anxiety to some extent, because you only could watch, when you read online. But when you read printed ones, you can do something else, such as hold them, making notes, which could divert your attention and relax.”

“The future trend is electronic documents, but the feelings of them are different. The feelings of taking notes, holding a book, and the smell of books could not be replaced by electronic documents.”

“I am not sure, because either of them has advantages. Electronic documents are easier to carry and light. Printed ones are easier to read and making notes.”

10. If you can borrow the books from the public libraries, would you choose to borrow them?

“Yes. I have borrowed books in China. If some professional books, I prefer to borrow. But others I would not borrow.”

“Yes. It is a good way to realize different books.”

“Yes.”

“No. If I love that book, I would like to buy it as collection.”

“No, me too. I do not like the feeling of borrowed books.”

“No, because I think the printed ones are too heavy to carry.”

11. What feelings do you get from reading?

“Free my mind and release the mood.”

“When I read books, my heart has been enriched.”

“Books could improve my self-cultivation.”

“Entertainment, relax. Some books could develop my logical thinking as well.”

“I prefer historical fictions or biography. I would like to know more historical knowledge. It could train my critical thinking.”

“Knowledge.”

12. How do you feel about the books in the “reading list”?

“No. I do not like to read those kinds of books, because I think they could increase my anxiety or depression. I prefer more interesting books.”

“No. I think they are too theoretic, which could not provide more useful information to me.”

“If I realize I have to know what happened to me, I will choose these books to read.”
“Maybe not. Because they could not provide guiding information.”
“No, probably I will search some websites first. But if some health professionals could give me some advices, I will choose them.”
“No, when I felt down, I would not concentrate on books, so I would not like to read.”

13. **How do you feel about misery books?**

“Well, I do not like misery books, because I could fall into the unfortunate plots and become even depressed. And I think it relates to the character of people. I am a pessimistic people, so when I read some misery books, I would feel even worse.”
“On contrary, I would like to read them, because I could feel more positive power from them. Sometimes the misery plots could release me as well.”
“Yes, me too. When I read some misery books, I could feel I am not alone. It seems to be the role in the story is together with you. You have the same experience and feelings. These feelings could help me a lot.”
“Yes, misery books could help me to understand the world and complete my values.”
“I prefer positive books. I think the misery books do not have constructiveness, which only could give me more negative emotion.”
“I think men could have less opportunities to read misery books, thus, when men have read one, it could be a good chance to vent and release themselves.”

14. **How do you think the reading group (GIR Model)?**

“I think it is weird to read aloud.”
“I think this is the cultural differences. Western people could use this method to release their emotion. But according to Chinese culture, Chinese people are implicit, they would not like to present themselves to each other.”
“I think it is useful and helpful way. Because I could absorb more different ideas from each other.”
“Communication is a great way. But the way of reading aloud is weird.”
“I agree, I would like to share with each other.”
“It is difficult to read aloud for Chinese people.”

15. **How do you think writing something in the reading group (RAYS Model)?**

“I prefer experiencing the book rather than writing. And if I do not have the capability to write, I will not try to write. Because I am afraid I could not catch my feeling.”
“It is a good habit to record the current mood.”
“I have written something before, and it is a good way to catharsis.”
“It relates to personal habit.”
“I like to writing something. Sometimes, when I read some previous paragraphs, which were written by myself, I would feel satisfaction.”

“I would like to write something in the past, but now I rarely write.”

16. Why dose these books are helpful in your experience to improve mental wellbeing?

“Because I do not like to read book, when I felt down.”

“Divert the attention.”

“To learn knowledge to understand myself.”

“Training my logical thinking.”

“Release myself.”

“Develop self-cultivation.”

17. Do you prefer reading books in Chinese or other languages?

“Chinese.”

18. Why do you prefer those books in this language?

“Language differentiation is the most problem.”

“Yes.”

“I agree.”

“Culture differentiation, Chinese books are similar to our custom.”

“I prefer original edition of the foreign novels rather than translated version, because the translated ones could cause misunderstanding.”

“Because language could present a different culture and logical thinking system of that country. So I prefer original edition.”

19. What do you think about the feasibility of bibliotherapy in Chinese overseas students?

“It is feasible. It could provide another useful way to improve mental wellbeing of Chinese students. They have more resources to read.”

“It is easier to implement in UK than in China. Overseas students have a higher level education, which could be a advantage to help the implementation.”

“Well, I prefer other people to reading books for me. Because I could not concentrate on the books.”

“It could try. But I do not think it could work on Chinese overseas students.”

“It could be feasible, but I doubt the lifespan will not be long. Because of culture differentiation, Chinese students could ignore the mental wellbeing to some extent, which could influence the feasibility of bibliotherapy.”
Because the effect of this therapy would be slow, thus many people would not accept it in a short time.”

20. What should be done when promote bibliotherapy to Chinese overseas students?

“It could work. Some successful examples could be useful.”

“You can use some pilots to help the implementation.”

Thank you for your participating. Does anyone have some further questions? If not, this discussion is finished, thank you.
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It is very important that we receive information on how and where students have gained their first employment after finishing their programmes of study with the School. Prospective and current students find it very useful to know the types of jobs/sectors that graduates of our degrees can expect to go into and we provide summarized information on the School website at www.shef.ac.uk/is/careers for each separate degree programme. The School also has to provide a summary report to the University Faculties on first employment destinations as part of Teaching Quality Assessment, therefore any updated information you can give us is vital.

1. Name__________________________________Lu Cai________________________________
2. Degree programme at Sheffield MSc Information Management________________
3. Job title ______________________________________________________________________
4. Brief job description ____________________________________________________________________________________________
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7. Are you returning to an existing post? YES/NO  
8. Employer's name and address (inc. telephone number and email if available)____________________________
9. Starting date______________________________________________________________
10. Starting salary (you do not have to give this information if you do not so wish): £__________
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   Email address (if different to above) ____________________________________________
   Joycecaillu@yahoo.com.cn____________________
13. Signed____Lu Cai______________________________
14. Date___________________________30/08/2012_______________________________________

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The University student record system has the capability to record up to three different addresses for you at any one time: HOME address, TERM-TIME address and CORRESPONDENCE address.

Please note that the University and the Department will use the details in your HOME address record when posting out information to you, e.g. Statement of Results, Notification of Degree Results, Degree Ceremony information etc. It is therefore **YOUR RESPONSIBILITY** to ensure this address information is up to date so that communications we post to you get to you.

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You can check and update all your address information by logging on to the SSID website at [www.shef.ac.uk/ssid/record/pin.html](http://www.shef.ac.uk/ssid/record/pin.html). You will need your UCARD PIN number to access your student record.

| I confirm that I have checked, and updated if necessary, my HOME address details on my University student record | tick to confirm ☑ |
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Signed:_____________Lu Cai______________________      Date:_______30/08/2012__________