

Course Conclusion paper about Bibliotherapy²

Abstract:

I. Introduction. II. Report of bibliotherapeutic activities as lecture conclusion task. II.1. Appliance of bibliotherapy in Centro Educacional Padre Jordan. II.2. Appliance of bibliotherapy to children in Centro de Educação Infantil Santo Antônio. II.3 Storytelling: bibliotherapeutic accomplished with children in Centro Comunitário Monte Verde. II.4. Appliance of bibliotherapy in Basic School Luiz Cândido da Luz. II.5. Bibliotherapy to welfare of old women in Lar São Francisco. III. Reflections.

Keywords:

bibliotherapy, catharsis, identification, introspection

1. Introduction

The monograph composes the curriculum inserted in 2005 to the Biblioteconomy Bachelor's Degree from Universidade Federal de Santa Catarina (UFSC). It's an individual activity of students research, under a professor's orientation from the Science of Information Department (CIN), and it's a requirement to obtention of Biblioteconomy Bachelor's degree. It's shown as monograph, defended in public and stored in UFSC's Central Library.

In the seventh phase of the course, the student enrolls in the discipline Research Project in Biblioteconomy, and, with the coordinator's help of monograph, selects a theme from their interests, preceeds a bibliographic selection about the issue and prepare the reasearch project. In the eighth phase of the course, according to the professor, the student decides the kind of research he/she will develop in monograph: exploratory, descriptive or explanatory. If exploratory, will show one literature revision, joined or not of a case study. If descriptive, will use data collection technique (form, questionnaire, interviews, observation). If explanatory, it takes the form of experimental research or ex post facto. The explanatory research is more focused on the natural sciences; as the Information Science is considered social and applied, most of the course conclusion task is configured as exploratory and / or descriptive research.

¹ Professor PHD of Science Information Department of the Federal University of Santa Catarina (UFSC), Florianópolis, Santa Catarina, Brasil.

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In addition to sort your search based on goals formulated,, the student will verify the necessity or appropriateness of using a qualitative or quantitative approach to the problem. A qualitative, will present the data collected and analyzed in order to arrange an interpretive text he has the ability to assign meaning to the investigated phenomena. If quantitative, it will draw on statistical techniques, which analyze the data objectively and point the results obtained in a presumably impartial text.

As a reminder, the student, to build the research project and conducting research itself, it should have fulfilled the credits of compulsory subjects of the first six stages of the course. During this period, he has attended several elective courses offered by the Department of Information Science and other departments of the UFSC, whose content aroused interest. This applies, for example, the CIN 5032- Bibliotherapy discipline, which caused the monograph five students of the undergraduate degree in Biblioteconomy. The following is a summary of such work.

2. Reporting bibliotherapeutic activities as a monograph.

The Bibliotherapy course program was approved on October 28, 2002, at a meeting of the Board of the Department of Information Science, with a workload of 36 hours / semester class and two hours / weekly class. Offered as an optional discipline, it is now taught from the first half of 2003 for the undergraduate degree in Biblioteconomy.

CIN 5032 discipline – Bibliotherapy has as menu: „defining and presenting the philosophical foundation of bibliotherapy. It sets out the objectives and applications of bibliotherapy. It displays the bibliotherapeutic method”. The overall goal is „to enable the students to use reading as bibliotherapeutic activity” and, as specific objectives, lists as: apprehend the meaning of bibliotherapy word; know the historical, philosophical foundation purposes, applications and techniques of bibliotherapy, as well as perform biblioterapêuticas activities in various public institutions of any age group (Universidade Federal de Santa Catarina, 2002).

The syllabus is divided into two parts, the first, theoretical, underlying the implementation of activities and the second practice, which is the implementation of activities, preceded by the preparation of a project accepted by the selected institution. To join the course the students are aware that allies theoretical knowledge, need to contact an institution, make a diagnosis of the site, check the reading preferences of the target audience, select the history and indicate the methodology to be adopted in bibliotherapeutic activities. Prepare to room, rehearse reading, narration or dramatization of a literary text, accepting suggestions from peers and guidance of lecturer teacher of the discipline.

The theoretical part requires many classroom lessons and the practical part requires sufficient test so that students feel prepared to carry out the activities. Thus, it is customary to divide the class into teams that mobilize to choose the location (school, orphanage,

community center, nature of assistance asylum particular nursing home, hospital, and other institutional spaces) and the supplement groups testing schedule that goes beyond the discipline. It explains that, as the course of UFSC Library is nocturnal and the majority of students work during the day, often the application of bibliotherapy takes place on Saturday and Sunday, in places where this is possible. Explicit is also that given the concern for the good preparation and the shortage of time in the semester, each team performs only one or two activities of bibliotherapy.

It is here clarify what is meant by bibliotherapy. The etymology indicates a therapy through books. This is rather vague and asked for clarification. Then: therapy means careful with the others; bibliotherapy means a careful development of the others, a manifestation of affection afforded by reading, narration or dramatization of a literary text in order to favor the emergence and escalation of emotions (catharsis), identification with fictional characters (them projecting shortages or introjecting the coveted qualities) and insight (education of the emotions). In bibliotherapy, reading is presented as bodily act, temporal, subjective and therapeutic. Therefore, does not qualify as a mere session of stories, but as a process involving the then fable-telling dialog, relaxation, permeated the playful and affective components such as smile, hug, complicity in history, confidence in group (Caldin, 2010).

Some students, sensitized the therapeutic power of reading, cathartic potential of literature and social role of the librarian, feel encouraged to proceed in bibliotherapy practices. So they seek underpin the theory and practice this art developed as a project and running as of course work completion, bibliotherapy activities in several sessions in the same institution, allowing them to better interaction with the target audience and evaluation of the therapeutic effects of reading, narration or dramatization of stories.

Is recorded, then the works defended on bibliotherapy theme, under the guidance of Professor author of this article.

2.1. Bibliotherapy appliance in Centro Educacional Padre Jordan

Aime Áurea de Fátima Borges Almeida Zequinão was the first academic undergraduate degree in Library Science from UFSC to present a paper on the subject by applying the bibliotherapy students of 1st grade, class 14, Centro Educacional Padre Jordan (CEPAJO), located in Coronel Caetano Costa Street, n. 5012, Coloninha district of Florianópolis / SC. The institution serves children from needy families in the community and the CEPAJO is configured as a social education project maintained by the School Nossa Senhora de Fátima.

Justifying the choice of location, Zequinão (2010, p.11) explains: „personal motivation to conduct this work was the knowledge that the trainee had about school” because for ten years „participated as a volunteer of the Association Santa Isabel, association formed by mothers of Schools students Nossa Senhora de Fátima” that help needy

children. To enter the University, he turned away from the Association, but after having completed the bibliotherapy discipline, „was sure that bibliotherapy was the subject of his final course work” and the memory of CEPAJÓ children led to the choice of this site as implementation of activities (Zequinão, 2010, p. 11).

She opted for exploratory literature, case study and fieldwork. He used a field diary and was concerned to register their observations to the reactions of children to the stories and to record the post- stories testimonials. She used a qualitative approach because she dispensed statistics data.

After evaluation and approval of project activities by the director of the institution, in the second half of 2009, the academic visited the selected classroom, introduced herself to the teacher of the class and the children, checked the preferences of reading, requested a list containing the name of the children and produced badges to better identify them during activities. In the written report, however, was careful to preserve the identity of children and used letters of the alphabet to name the reactions and statements coming from the reading and story-telling. Bibliotherapy held ten sessions, once a week, in the afternoon, lasting 60 minutes each, with 23 children aged 6 years.

It should be remembered that, as parallel activities, the academic availed herself of songs, drawings, jokes, where the keynote was the intercorporeality and love (admittedly therapeutic). Enrolled him following objectives: “provide children with pleasant moments with humor and affection; provide greater interaction among children; provide catharsis, identification and insight; encourage verbalization of feelings; stimulate creativity; generate interest in reading “ (Zequinão, 2010, f. 10).

To meet the proposed objectives selected interesting stories, with the potential to lead to catharsis, identification with fictional characters and reflection on everyday matters of children. She used illustrated books, some with folds, fulfilled of humor or action, animal tales, fairy, classic and modern – provided they were exciting, with sufficient density to cause admiration or astonishment, joy or fear – which shown emotion and awoken the creative imagination.

In the meetings analysis, she underlies that: the essence of the read or narrated stories remained in the minds of the class, the time the story was enjoyable and relaxed, confidence in the narrator was solidifying each meeting, the children were losing their shyness and began to exposing their personal problems, the group interacted friendly, affection and playfulness were present. Se said the librarian must be aware of the power of reading, as being able to achieve the same therapeutic goals (Zequinão, 2010).

The last paragraph of the written report highlights the commitment to the work performed and the points as rewarding: “After two months of bibliotherapeutic activities with the children of CEPAJÓ”, the student concludes that chose the right profession when choosing Biblioteconomy “because besides the love of books, found biblio-

therapy” and “it is a privilege to carry through the book, an activity that aims to alleviate the suffering of people and reduce stress.”

2.2. Bibliotherapy appliance for children in Centro de Educação Infantil Santo Antônio

Patricia Carvalho da Rosa selected for application of bibliotherapeutic activities, the Children’s Educational Center Santo Antonio, located at 877 Benjamin Gerlach Street, district Fazenda Santo Antonio, São José / SC. The Center serves more than 200 children aged 2–6 years, mostly in full-time, low-income families residing in the neighborhood.

Rosa (2012, f.11, 12) says: “this study is justified by concern for the encouragement and the love of reading among children in Center” by providing them through many activities “ moments of relaxation fleeing the school routine and promote interest in reading since the beginning of education”, in addition “to contributing to children’s welfare, this task is justified also for pointing out the bibliotherapy as an area of activity that can and should be explored by the librarian, especially in kindergartens and schools”.

The methodology drew on the exploratory and descriptive research, literature, case study and fieldwork. As strategies of the latter type, held unsystematic intensive observation, participant, individual, made in real life. Data collected, recorded in a notebook, were analyzed using qualitative approach.

The director of the institution required in addition to the project, a statement of monograph advisor, formalizing the performance of activities as an academic appointment. Possession of the documents, allowed the application of bibliotherapy with 23 children aged 4 years that remain in the center full time. The activities were carried out in the period between 03 and 22 May 2012, in the classroom, totaling 10 meetings.

The student says: “The bibliotherapy has the power to arouse the curiosity of children for reading; it gives children playful moments, exposes rather mysterious and magical world of stories”; it is important “ to careful selection of children’s stories when you want to develop bibliotherapeutic activities in kindergartens or elementary schools”; The Brazilian publishing market “is very high in children’s literature, but it is still necessary to choose stories that escape the didacticism, as bibliotherapy turns for exciting reading, delightful, delicious, promoting catharsis, identification with the fictional characters, insight and humor (Rosa, 2012, f. 27).

This time, to realize her purpose, the stories were presented in a playful way, with features such as the use of puppets, colorful illustrations, books with folding, playfully close your eyes and imagine the scene of fable-telling, dialogues on the adventures of characters, drawings, creating new stories from the original narrative or images, free and spontaneous participation of children in all reading and storytelling sessions.

In the analysis of activities, academic records: “The bibliotherapeutic effect of the stories took place in all the meetings” all the children “participated talking about their emotions”; many of them “related events or personal information with the stories”; from the first contact! “ it was shown a great emotional bond between children and the narrator, this affection that only increased with each meeting, as many expressions of both parties were constant”; it was found “that the children started be interested in the book”; at the meetings “ the imagination and playfulness were stimulated”; the time of the story” was magic, gave the children a trip to the fantasy world where anything is possible” (Rosa, 2012, p.53, 54, 55, 56).

In conclusion, she reports the satisfaction of having performed the bibliotherapeutic activities, once they reached the proposed objectives and highlights the importance of the librarian professional exercise their social role of stimulating reading and bibliotherapy contribute to the socialization of children and adds: „the bibliotherapy is a library of the playing field that needs professionals interested „and” it is necessary that each school has at least one librarian” (Rosa, 2012, f.58).

2.3. Narration of stories: bibliotherapeutic activities with children in Centro Comunitário Monte Verde

Academic Rosilene Maria Machado Dias, as a place for applying bibliotherapeutic activities, chose Centro Comunitário Monte Verde district, where she lives, between the districts of Saco Grande and João Paulo, in the island of Florianópolis / SC. The centre provides assistance to needy community and offers a kindergarten for about 90 children, in the period between 7:30 and 18h. Bibliotherapy held 10 meetings with 33 children (20 boys and 13 girls) aged 5 and 6 years, twice a week, in the morning and afternoon of March 15th to May 3rd 2012.

Machado (2012, 12 f) clarifies that felt motivated to apply bibliotherapy with children after carrying out such activity in an orphanage when enrolled in bibliotherapy discipline; listed as monograph aims „to encourage children’s creativity, stir the imagination, provide for children moments of leisure and fun, provide catharsis.”

From the point of view of its objectives, it was configured as exploratory and descriptive research; from the point of view of technical procedures, such as literature, and field case study; from the viewpoint of addressing the problem as qualitative. The author intensive observation techniques, systematically and in real life and a diary to record the reactions and testimonies of children after each story. As an application mode, we opted for storytelling and how the typology of stories, fairy tales and animals. Used as additional resources to the narrative, the book, stick puppets, aprons, music, painting, collage and prioritized humor, present in all meetings.

Before starting the activities, requested authorization coordinator of early childhood education from kindergarten, toured the facilities, met the teachers of preschool and explained what would develop as bibliotherapeutic activities.

The care with the participation and involvement of children in every encounter led to academic to seek literary texts that post-rehearsed narrative dialogues. He succeeded in this endeavor because the stories served as a strategy for children to expose their fears and anxieties with the tranquility of who has confidence in the group. Alternating dramatic stories with comical, mediating encounters with lightness and sensitivity, the academic won the audience immediately. At every opportunity he proved friend and confidence, without the presumption to assume the role of mother or teacher – was the companion narrator, the storyteller who sowed affection and joy.

By analyzing the meetings, it was pointed out that the different literary texts allowed the awakening of emotions, expressiveness, the gradual confidence in the narrator, strengthening the group's fellowship. He watched the children liked to freely report their experiences, how they felt encouraged to exchange ideas and stories, and how it was to help the most retracted. It found that when they used the book as illustrative support, children focused more on the plot, which allowed the free exercise of imagination (Machado, 2012).

In the final considerations, points out: "Children when participating in the time of narration, experience enchanting moments, stimulate the imagination, encouraging their emotional, intellectual and creative"; therefore "it is important that reading programs for therapeutic purposes continue strengthening, and the librarian can be professional in front of this new role", contributing "to transform Brazil into a country of readers" (Machado, 2012, p. 57).

The academic is committed to children returning on other occasions, after graduation, to narrate new stories, continuing the work done as a monograph.

2.4. Bibliotherapy Application in Municipal Primary School Candido Luiz da Luz

The academic Daiana Lima held 10 meetings with 25 students from 1st. Grade of elementary school, aged 6 and 7, enrolled full-time at the school, located in Vargem do Bom Jesus in Florianópolis / SC, between March 2nd and May 11th, 2012, once a week.

She explains: "This school was selected because the academic interned in the school library for six months, being aware of the school environment, the professionals who work locally and mainly to have had contact with students"; is entered "in touch with the school board to report on the research objectives", including "the cover letter prepared by the Standing Committee of the Municipal Education which reported on the strictly academic purposes and scientific research" (Lima, 2010, f. 35, 36).

Adopted as instruments: descriptive literature, case study and fieldwork. Data collection took place through observation of the behavior of children facing the readings or stories of literary texts, followed by recreational activities; analysis and interpretation of the data received qualitative approach.

As too academic who performed biblioterapêuticas activities, took care to keep children in anonymity, using letters of the alphabet to identify them; if more than one child have his name started with the same letter, the criterion adopted was to use, after that, a numeral (Lima, 2012, f. 38).

She reports detailing all meetings, emphasizes the expectation of children as the outcome of the narrative emphasizes the joy they showed during and after each selected story, discusses the additional recreational activities, transcribe the statements obtained through dialogue and expressed his satisfaction in develop activities that stimulate reading and encourage socialization. Explains that the selected literary repertoire included folk, classical and contemporary tales, whose efabulação contemplate at least one of biblioterapêuticos components: catharsis, identification or introspection. Highlights, analysis of the meetings, the exercise of freedom of participation in stories and plays, the stamped pleasure on the faces of children, the simple frankness of the dialogue, the gradual group interaction, affection shown to the narrator, the satisfaction of everyone involved in the activities.

And she says:

Providing catharsis, identification with fictional characters and stimulate creativity and imagination, providing entertainment and fun and laughter favor were achieved goals. [...] These ten meetings with the class the first year developing the bibliotherapeutic activities, it was a great learning experience for the trainee, which in addition to love books and to deal with children, was able to experience the benefits of bibliotherapy. It was with great pleasure that exercised by means of reading and story-stories, an activity that aims to contribute to the joy of the people if only for a moment – bibliotherapy (Lima, 2010, f 53, 54.).

It is worth mentioning that the academic, in partnership with the guiding teacher, published his monograph journal article format, the ACB Magazine, vol. 18, no. 1, p. 599–622, Jan. / June 2013.

2.5. Bibliotherapy for the elderly's well far in Lar São Francisco

Academic Suélen dos Passos chose to develop their research, Lar Sao Francisco, located at Baldicero Filomeno street, in Ribeirão da Ilha, district of Florianópolis/SC. The place caters older women, by paying tuition; It is a private non-profit institution; It features 48 individual suites. The staff of the institution is made up of a doctor, nutri-

tionist, head nurse and nursing technicians, who work in shifts, in order to meet the residents 24 hours a day.

Due to Passos (2012, p.10) the choice of subject was given „on the precariousness of long-term institutions to promote activities that help the elderly well-being” and „ the lack of research related to bibliotherapy applied elderly institutionalized „as well as being „a level playing field to be explored by professional Brazilian Sign Language area.”

She opted for exploratory, descriptive research field with a qualitative approach. She took advantage of the observation process and the testimony of residents enrolled in a diary, to perform the analysis of the meetings, taking care to name each old by the name of a flower. Used as a criterion of choice, the coincident initial old name and the flower.

She contacted the management of the place in the previous semester research, said the research objectives and, after obtaining the authorization for the implementation of bibliotherapy, made several visits later this semester to know the residents and verify their literary preferences to select bibliography. This procedure was crucial to establish a bond of trust between academic and residents. During this period he observed that most elderly is in the age group 70–90 years with limited vision. He noted also that some were lucid and not others. As a result, we chose to conduct group sessions with all of the place residents, and individual reading sessions in the elderly’s bedroom with lucid residents as soon as they wished.

The bibliotherapeutic activities have taken place in the months from March to May in 2012 in a total of three individual meetings and 9 collective meetings. It was scheduled an hour for each individual session, between reading and the substitute dialog to the text, but every old had plenty to comment; often the text was just an excuse to engage in a conversation. She soon realized that not be feasible individualized care, because the others old woman complained of the academic stay in the room and wanted them to be dispensed while was happening the reading and conversation. This entailed the commitment to the institution a whole afternoon and still did not satisfy the lack of attention of residents. Even though it was so pleasurable and diverse application of bibliotherapy as the choice of texts (poetry, chronic, poetic prose), the academic soon found to be more prudent, given the limited time to research, develop collective meetings (Passos, 2012).

This time, for the first collective meeting invited a storyteller, who enchanted the 37 older in the room to be with Pedro Malasartes narratives and other short, funny, using sometimes a „talking „ doll. In the other meetings academic felt comfortable to perform the activity alone, without the support of a professional storyteller.

Reports the expectations of residents for each visit, the dreams they shared, the abandonment they felt. To tint the sadness they feel, academic prioritized short stories and chronicles where the mood was the keynote. This strategy was adequate because the meetings are configured as fun and relaxing moments.

In the final consideration, Passos (2012, p.49, 50) says:

The reading activities at Lar Sao Francisco were satisfactory in relation to the proposed objectives. It was noted the importance of reading as a therapeutic alternative to: reduce the idleness of the elderly, increase their self-esteem, decrease the feeling of loneliness, provide moments of joy and distraction, stimulate mood (endorphins), assist in interaction between them within the institution, enable memory, prevent psychological illnesses like depression, meet the aesthetic needs and provide welfare. [...] it was also observed that the sessions of collective reading were more profitable than the individual, because they laughed together, interacted with each other and exchanged experiences. [...] the librarian as a professional cultural and informational diffuser, should pay attention to this new area of activity within long term care facilities, contributing to a better quality of life for institutionalized elderly ones.

3. Reflections

The proposal/goal of the graduation course in UFSC's Bibioteconomy includes the training of skilled professionals to manage, organize and provide information on any area of intellectual activity. This implies that such professionals should be able to travel on with aplomb by political, economic, educational and technological information, as well as its social, cultural and recreational.

Although the first four aspects receive prominent in the world of computerized and globalized labor, should not be the last three neglected, given that by sticking degree as graduates, trainees are committed to society hearken to the freedom of scientific research and for the dignity of the human person.

According to philosophy, people are rational, with language domain, self-awareness, control and ability to act and moral value or the right to be respected. It is a subject of relations with the world and with themselves. As a member of a social group, in its relations with other preserves an intrinsic value which we call dignity. This means that the human person is above any price, does not allow equivalence to any relative value.

The librarian, in the profession, dealing with pressure from human conflicts; It is aware that the human being is a being of possibilities, so limitations. So values the knowledge and freedom as essential to human understanding and reason mix with feeling and scientific attitude with common sense in dealing with his fellow man.

Now, in this sense bibliotherapy is present as a professional field, with the potential to explore, with experiences that should be shared with research to enable systematic verification of this activity.

It's worth to remind, it's registered in the Directory of Research Groups in Brazil's National Council for Scientific and Technological Development (Conselho Nacional de Desenvolvimento Científico e Tecnológico – CNPq), the Study Group on bibliotherapy,

School Libraries and Reading (Grupo de Estudos sobre Biblioterapia, Bibliotecas Escolares e Leitura – GEBBEL), formed in 2004 by CIN professors, encourages practice research and monograph provides guidelines on the subject bibliotherapy. From these studies and guidelines were published several articles in journals in the field and two books that present reading as therapeutic function.

Thus, the course of Library of UFSC monitors developments in technology qualifies students to carry out planning, advisory, consulting, organization, implementation, management and direction of libraries, bibliographic databases, networks, systems, services and documentation centers or information, but do not lose sight of the humanist character of the profession.

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