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大阪樟蔭女子大学大学院
人間科学研究科修士課程

英語 / 小論文

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※英語または小論文から1科目を選択して○をつけてください。

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注意：受験番号、氏名を記入すること。

【 I 期：2024年9月14日実施】

英語問題 1

I. 以下の英文は、ある調査論文の一部です。以下の部分を読んで、ここで行われた調査がどのような調査であったのか、日本語で具体的に説明しなさい。全訳の必要はありません。

Study 1

In this study, we examined how European Canadian and Japanese undergraduates perceive different types of daily stressful situations. We collected a similar number of stressful interpersonal and non-interpersonal situations from members of each culture and assessed cultural variations in stress intensity level and the frequency of such situations. We expected higher ratings of frequency and intensity for interpersonal situations among Japanese undergraduates and for non-interpersonal situations among European Canadians. In addition, we analyzed the text of 160 situations to examine whether the use of words in the described situations reveals cultural differences in the focus of symptoms, predicting a greater focus on psychological symptoms of stress among European Canadians and physical symptoms among Japanese undergraduates when describing their situations.

Method

Data availability. Materials and data for the three studies are openly available on OSF

Participants. A priori power analysis using G*Power indicated that 94 participants would be sufficient to detect a two-way interaction with an effect size of $\eta^2_p = .08$ and a power of .80 (Faul et al., 2009; Hashimoto et al., 2012). We recruited 104 participants, including 53 European Canadian undergraduates (73.6% female; $M = 19.34$, $SD = 1.97$, range = 18–28) at the University of Alberta in Canada and 51 Japanese undergraduates (52.9% female; $M = 20.12$, $SD = 1.12$, range = 18–23) at Kobe University in Japan. We excluded one Japanese participant from the analyses as the participant did not follow the instructions. The final sample consisted of 103 participants.

Measures and procedure. To collect situation samples from each culture, participants were asked to describe two situations in detail: one they have personally experienced in which they were stressed out in an *interpersonal context* and the other in which they were stressed out in a *non-interpersonal context* (related to their personal experiences). After writing down each situation, they were asked to rate two items, “How stressful was the situation you described above?” and “In general, how often do you experience situations in which you are stressed out in an interpersonal/non-interpersonal context?” on a scale from 1 (*not at all/never*) to 9 (*very much/always*). These measures were translated and back-translated by a team of bilingual Japanese–English researchers. Participants also provided demographic information, such as gender and age.

(1) 調査について日本語で具体的に説明しなさい。

英語問題 2

II. 以下の英文を読んで、問いに答えなさい。

A growing body of empirical studies reveals that many trauma survivors also experience positive psychological changes after trauma. Posttraumatic growth is defined as the subjective experience of positive psychological change reported by an individual as result of the struggle with trauma. Examples of positive psychological change are an increased appreciation of life, setting of new life priorities, a sense of increased personal strength, identification of new possibilities, improved closeness of intimate relationships, or positive spiritual change (Tedeschi, Park, & Calhoun, 1998).

(中略)

Psychotherapy constitutes a good context to explore positive changes in the aftermath of trauma. The simultaneous acknowledgement of patients' suffering enables them – on the basis of a trustful and intimate therapeutic relationship – to explore positive changes as result of their coping process as well. Outside of the therapeutic context, clients may have been given advice by friends to “see the positive” or “concentrate on the good things” when they talked about the negative impact of trauma. Such ①hasty advice is usually not helpful because it is often linked to the denial of suffering. A professional abstinence from a naïve use of positive thinking should be accompanied by an open-minded attitude on the side of the therapist allowing patients to find their own specific meanings, interpretations, ways of coping and recovery. Perceptions of growth should be supported and encouraged when they occur and clinicians can promote the active use of this growth perspective in patients' daily life. ②Clinicians ought, however, to remember that the absence of growth should not be regarded as a failure. Therapists should be particularly careful not to suggest that patients must grow from their experience. Such suggestions may be offensive and minimize the patient's experience. Furthermore, we would like to remind that there is no evidence up to date that ③PTG is necessary for successful recovery from trauma.

出典：Zoellner, T., & Maercker, A. (2006). Posttraumatic growth in clinical psychology—A critical review and introduction of a two component model. *Clinical psychology review, 26*(5), 626-653.

(1) 下線部①の“hasty advice”の例を日本語で書きなさい。

(2) 下線部②を和訳しなさい。

(3) 下線部③の“PTG”が表す言葉を日本語で書きなさい。

小論文

I. 家族はカップルの誕生に始まり、家族員それぞれのライフステージの進行に伴って変化を続け、多様な在り方が認められます。子どもたちが思春期・青年期を迎え、親世代が成人期（中年期）にある家族について下記の問いに関するあなたの考えを簡潔にまとめなさい。
尚、この場合の家族員とは、複数の子どもと両親を前提としてください。

(1) 思春期・青年期の子ども世代の発達課題を挙げて、子どもたちの内面で進む変化について述べなさい。

(2) 成人期（中年期）を生きる親世代の発達課題を挙げて、親世代が経験する変化について述べなさい。

II. 左記のように子どもと親とがそれぞれの発達課題を持つ家族にはどのような特徴があり、どのようなことが家族の発達課題となりますか？