

## 2024年度大学院博士前期課程一般入学試験（第Ⅲ期）問題

研究科名	科目名
教育学研究科 教育学専攻(臨床)	英語 (No.1)

【1】以下の英文を全訳しなさい。

Psychological support for people affected by emergencies and disasters has arisen from the universal human response to reach out and comfort those who are shocked or suffering and to protect and to help them. Although people have offered comfort to others in many different ways in different societies and cultures, formal psychological support programs have only been instituted and given priority in relatively recent decades. Inhabitants of different countries in Asia, as well as across the world, have suffered due to many major disasters, wars and conflicts, but the extent of psychological and psychiatric morbidity that may have been a consequence, has been studied only to a limited extent. Research on the effectiveness of psychological interventions to prevent or address such morbidity is even more limited. Nevertheless, there is a growing body of information that can contribute to developing a good practice and the consensus of experts that can contribute to supporting the rationale for interventions.

A further issue facing Asian countries as well as nations globally is the threat and impact of terrorism, which may have a profound psychological impact. Research studies following the Sarin Gas attack in Tokyo (Asukai, Maekawa 2002) have highlighted the impact of this type of threat psychologically as it has the potential of complex morbidity related to biological effects.

In situations of emergency or disaster, different levels of psychological support may be provided. Firstly, there is a general psychological support reflecting the human response to those who have been affected. This has often been identified as a part of Psychological First Aid (PFA), which will be discussed in detail later. Secondly, there are strategies that can be adopted in the initial days and weeks to assist those at the high risk of developing mental health problems, in reaction to what has happened. Here the intent may be prevention or early intervention.

出典：ADVANCES IN DISASTER MENTAL HEALTH AND PSYCHOLOGICAL SUPPORT (2006)

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教育学研究科 教育学専攻(臨床)	英語 (No.2)

【2】以下のカウンセリングを学ぶ学生に関する英文を全訳しなさい。

Becoming a counselor is a stressful journey that requires students to engage in consistent self-reflection and practice self-care to experience a deeper sense of well-being not only for themselves but also for others' well-being. Research has shown that counselors in training often undergo extreme stress and existential anxiety while trying to support clients who are facing various challenges. In fact, a significant number of counseling students' score at clinical levels of psychological distress.

Empirical studies have highlighted the importance of personal growth, ego development, and self-awareness in supporting counseling students to overcome their own psychological distress and to further promote others' wellness. Personal wellness and self-awareness also strengthen counseling students' self-esteem and professional identity. Several scholars have therefore advocated for supporting counseling students to reflect upon their own values and beliefs, achieve positive growth, understand their inner self (thoughts and emotions) eloquently, learn the impact that their behavior has on others, and model self-care.

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Further, even if integration of wellness in counselor education programs has been increasing, there is a lack of clarity regarding the various dimensions and elements of wellness that are important for counselors training. One of the important dimensions of wellness that counselor educators and scholars have emphasized upon is sense of purpose in life. There are several counseling models and paradigms that have also conceptualized wellness in the context of life's purpose. For example, Myers et al.'s foundational theory on the wheel of wellness, referred to spirituality that encompasses sense of purpose as being the center of the wheel. Hattie et al. further emphasized that individuals who lack self-direction and purpose in life are less likely to have an essential sense of wellbeing and motivation for self-care; thereby putting them at risk for both mental and physical illness.

According to a pioneer in the scholarship on counseling and wellness, maintaining a purposeful direction in life is the key to actualize a state of optimal wellness. Life purpose empowers people to manifest their highest potential towards the pursuit of their life's most important goals. Among counseling students, having a sense of purpose in life strengthens their desire to further contribute to their clients' well-being while role-modeling a life of holistic wellness and positive growth themselves.

出典：Sharma, G., Yukhymenko-Lescroart, M., & Bernal-Arevalo, K. (2023). Counseling students' experiences and interpretations of purpose development. *Heliyon*, 9(3).