

2022年度大学院博士前期課程
学内選考試験/一般入学試験（第I期）問題

研究科名	科目名
教育学研究科 教育学専攻 臨床心理学専修	英語 (No.1)

次の問いに答えなさい。

(1) 次の英文を全訳しなさい。

As others have suggested (Epstein, 1990; Janoff-Bulman, 1992; Parkes, 1971) we assume that individuals develop and rely on a general set of beliefs and assumptions about the world, that guide their actions, that help them to understand the causes and reasons for what happens, and that can provide them with a general sense of meaning and purpose. Parkes (1971) called this general constellation the “assumptive world” and indicated that it “includes everything we know or think we know” (p. 103). The assumptive world provides individuals with the general perspectives, or paradigms (Kuhn, 1970) within which they operate. Major life crises can present major challenges to the person’s understanding of the world.

Growth, however, does not occur as a direct result of trauma. It is the individual’s struggle with the new reality in the aftermath of trauma that is crucial in determining the extent to which posttraumatic growth occurs. We have used the metaphor of an earthquake to describe this process (Calhoun & Tedeschi, 1998). A psychologically seismic event can severely shake, threaten, or reduce to rubble many of the schematic structures that have guided understanding, decision making, and meaningfulness. Psychological crisis can be defined in relation to the extent to which the fundamental components of the assumptive world are challenged, including assumptions about the benevolence, predictability, and controllability of the world; one’s safety is challenged, and one’s identity and future are challenged (Janoff-Bulman, 1992). The “seismic” set of circumstances severely challenges, contradicts, or may even nullify the way the individual understands why things happen, in terms of proximate causes and reasons, and in terms of more abstract notions involving the general purpose and meaning of the person’s existence. Such threats to the assumptive world are accompanied by significant levels of psychological distress.

Extending our seismic metaphor, cognitive processing and restructuring may be comparable to the physical rebuilding that occurs after an earthquake. The physical structures can be designed to be more resistant to shocks in the future, as the community learns from the earthquake what has withstood the shaking and what has not. Cognitive rebuilding that takes into account the changed reality of one’s life after trauma produces schemas that incorporate the trauma and possible events in the future, and that are more resistant to being shattered. These results are experienced as growth.

出典 : Richard G. Tedeschi and Lawrence G. Calhoun (2004) Posttraumatic Growth:
Conceptual Foundations and Empirical Evidence
Psychological Inquiry Vol. 15, No. 1, 1–18

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(2) 以下の英文を全訳しなさい。

The successful helper is familiar with many approaches and strategies. Having a broad range of alternatives enables helpers to select those strategies most likely to meet the needs of a particular client or client system. When the selected strategies are applied, they are filtered through the unique personality of the helper. In other words, each person's perceptions, attitudes, thoughts, and feelings affect his or her interpretation and application of the theory. In fact, it is often said that the personal attributes of the helper are more important than strategic skills.

Underlying the effectiveness of any given strategy is the level of trust between helper and helpee that is developed during the first stage of helping, the relationship stage. Trust is developed using communication skills within an empathic context. Empathy, defined as understanding another person's emotions and feelings from that person's frame of reference, is vital to the effectiveness of communication skills. Empathic communication skills leading to trust, then, are essential to the effectiveness of the whole helping process.

Helpers need to remember that there are cultural differences in the ways groups express empathy; in other words, what may be empathic behavior for one helpee (for example, touching) may not be so for another. Thus, selection of strategies will be influenced by cultural factors. While there are some basic counseling skills and strategies that cut across class, race, and culture, helpers must adapt their counseling style to achieve congruence with the value systems of culturally diverse clients. Sensitivity to the nuances and implications of cultural variables is necessary if one is to be effective with clients from a variety of backgrounds.

To be comfortable applying a variety of helping strategies, the helper must be able to deal with others in the affective domain (relating to feelings or emotion), the cognitive domain (relating to thinking or intellectual processes), and the behavioral domain (relating to action or deeds). By extension, the helper must teach the client to function more effectively in all three domains.

出典：

B. F. Okun “Effective Helping: Interviewing and Counseling Techniques”
1997 Brooks/Cole Publishing Company