

平成 3 1 年度大学院博士前期課程学内選考試験問題

研 究 科 名	科 目 名
文学研究科 教育学専攻（臨床）	英 語（No. 1）

問題 1 と問題 2 の両方に答えなさい。

問題 1 以下の英文を全訳しなさい。

Major depression is one of the most commonly occurring clinical problems. Depressive disorders affect up to 20 % of people at some time in their lives and depression is expected to be the disorder with the highest disease burden in high-income countries by the year 2030. There are many reasons that depression prevention and treatment should be considered a priority health intervention (Commission of the European Communities 2008) including its tendency to chronicity, its high comorbidity, its negative impact on mortality rates, and its considerable economic cost.

In the past three decades, more than 200 controlled and comparative studies have examined the efficacy of psychological treatments for depression. Efficacy has been established for a range of treatments, including cognitive-behavioral therapy (CBT), problem-solving therapy, behavioral therapy, and interpersonal therapy. There are no large differences in efficacy between these major psychotherapies and both individual and group treatment modalities have demonstrated their efficacy.

Specifically, CBT is one of the most widely researched treatments for depression. There is strong evidence supporting its efficacy for treating depression and large effect sizes have been systematically found for CBT when compared to no-treatment, waiting list, or placebo controls. Several studies have shown that CBT is comparable to antidepressant medication for treating mild, moderate and severe adult depression. Moreover, patients previously exposed to CBT were significantly less likely to relapse in comparison with patients only treated with medication.

出典 : A Comparative Study on the Efficacy of a Positive Psychology Intervention and a Cognitive Behavioral Therapy for Clinical Depression
Covadonga Chaves, Irene Lopez-Gomez, Gonzalo Hervas, Carmelo Vazquez
Cognitive Therapy and Research, June 2017, Volume 41, Issue 3, pp 417–433

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問題 2 以下の英文を全訳しなさい。

The number of children being diagnosed with an Autism Spectrum Disorder (ASD) worldwide is increasing (Elsabbagh et al. 2012). In Australia, the context of this study, ASD reportedly affects approximately 1 in 160 children (MacDermott et al. 2007). Information about the various interventions available is disseminated in many different ways, via numerous sources and in a range of formats. Information about intervention efficacy, however, is not typically accessible or comprehensible for parents, and evidence is not always considered by parents when making intervention decisions (Green et al. 2006; Bowker et al. 2011; Carlon et al. 2013).

Autism interventions or autism treatments are specific strategies, therapies or services that focus on improving function and addressing core deficits that are associated with ASDs, such as sensory processing difficulties, poor attention and concentration, and obsessions or fixations (Agency for Healthcare Research and Quality (AHRQ) 2011). To find out about interventions, parents obtain information from many different sources including the Internet, books and other print material, as well as from health and education professionals (Mackintosh et al. 2005; Valentine et al. 2010). In Australia, Autism Advisors are funded by the government to provide initial support and access to a federal Helping Children With Autism (HCWA) funding package. These Advisors are often the first point of contact for parents in Australia post diagnosis and have the challenge of providing all the initial information parents need to embark on the ASD journey.

（中略）

There is a gap in our understanding of how parents of children with ASD prefer to receive information and how they utilize the information obtained from various sources to inform their intervention decision making.

出典：

Intervention decision-making processes and information preferences of parents of children with autism spectrum disorders

N. Grant, S. Rodger and T. Hoffmann (2015)

Child: care, health and development, 42, 1, 125–134