

## 2020年度大学院博士前期課程一般入学試験（第Ⅰ期）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)

次の問いに答えなさい。

【1】以下の英文を全訳しなさい。

Adolescence and young adulthood are also critical periods developmentally in the lifespan, particularly in terms of factors that influence mental health and wellbeing. In all developmental domains—social, emotional, physical and cognitive—major changes occur that affect outcomes in adulthood. The impact of a mental health problem or mental disorder at this stage of life can be profound (Kosky & Hardy, 1992). Even a relatively mild mental health problem can cause social, emotional, or cognitive changes that have a major effect on later adult life. During adolescence, young people separate from their parents, establish an independent identity, make educational and vocational decisions, form intimate relationships, and develop peer group affiliations: all of these processes have major long-term influences on the individual. If educational and vocational achievements are disrupted by a mental health problem, opportunities in adulthood can be adversely affected (Kessler, Foster, Saunders & Stand, 1995). Major mental disorder at this time of life can have a momentous impact, with substantial disruptive effects on identity formation and the establishment of adult roles (Raphael, 1986). Despite the importance of adolescence and young adulthood in the aetiology of mental disorders, young people tend to be poorly informed about mental health (Jorm, Korten, Jacomb et al., 1997). This lack of mental health literacy is especially salient as it is during adolescence and early adulthood that health-related behaviours are formed and when young people assume responsibility for their own health actions. They learn to monitor their own health status and take the health actions that they choose for themselves, taking over the role previously occupied by their parents or guardians.

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The help-seeking behaviours of young people are fundamental to their mental health and wellbeing. Young people need to be encouraged to seek help early and from appropriate sources. Unless effective mental health responses can be found for young people, in terms of services and sources of support that young people will use and that meet their needs, mental health problems and mental disorders will remain a substantial obstacle to improved wellbeing for Australian youth.

出典 : Debra Rickwood, Frank P. Deane, Coralie J. Wilson & Joseph Ciarrochi (2005) Young people's help-seeking for mental health problems, Australian e-Journal for the Advancement of Mental Health, 4:3, 218-251,

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文学研究科 教育学専攻(臨床)	英語 (No.2)

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【2】以下のレジリエンスに関する英文を全訳しなさい。

### Changing Definitions of Resilience

Resilience science emerged in research on children around 1970 as pioneering investigators studying children at risk for psychopathology and related problems recognized the significance of the striking variability they were observing among groups of children contending with multiple risks and adversities. In the ensuing five decades, investigators in multiple disciplines, most notably in psychology, psychiatry, pediatrics, and education, pursued the goal of explaining this observable variation. They aimed to understand positive developmental trajectories among children who managed to hold their own or even flourish despite adversity and, ultimately, to learn how to promote healthy development among children threatened by adverse childhood experiences.

Patterns of positive development in the context of adversity were broadly described as “resilience” phenomena, although investigators varied in their definitions of resilience as referring to capacity, processes, or outcomes of positive adaptation to adversity. Variable definitions have plagued this literature in multiple disciplines over the years, creating challenges for systematic reviews and meta-analyses of the findings. Nonetheless, there are some remarkable consistencies in findings from the voluminous literature on resilience, discussed further below.

Over the past two decades, a shift has occurred in the definition of resilience, likely driven by the growing dominance of developmental systems theory (DST) as the central theory in developmental science.

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In the domain of health, the emerging framework of “life course health development” (LCHD) similarly reflects the fundamental shift from a disease-oriented framework to a more comprehensive, developmental, and dynamic health-oriented approach. LCHD also is grounded in DST.

出典：Ann S. Masten , Andrew J. Barnes (2018) Commentary Resilience in Children: Developmental Perspectives. *Children* 5(7), 98;  
<https://doi.org/10.3390/children5070098>