

2023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
教育学研究科 教育学専攻 臨床心理学専修	英語 (No.1)

以下の英文を全て日本語に訳しなさい。

How is the expression of acceptance therapeutic? Carl Rogers's (1951) perspective was that when people experience themselves as unacceptable, they are immobilized and unable to change. Like punishment, a sense of unacceptability may suppress behavior, but it does not foster a new way of being. Paradoxically, it is when people experience unconditional acceptance of themselves *as they are* – be it from parents, a loved one, a therapist, or from God – that they are enabled to change. This runs contrary to a belief that people will change if they can just feel *bad* enough about themselves. In Rogers's view it is the very experience of unacceptability, of *conditional* worth, that causes people to reject experience that does not conform to their conditions of worth. Conversely it is the experience of nonjudgmental acceptance that is healing, even when provided briefly as by a therapist. (An added benefit of developing this skill is that through practicing unconditional acceptance of others, you may come to more fully accept and integrate your own experience as well.) The counselor seeks to understand clearly the client's judgment, accepting what the client offers. Through this modeling, clients may come to accept and respect their own experience.

Do you find yourself objecting, "Doesn't this just give people permission to do whatever they please?" In truth, people already have this freedom of choice, and further rejection or disapproval is unlikely to be remedial. Implicit in nonjudgmental acceptance is a recognition "of their right as a self-determining individual not to change, to be 'cured' or to grow". Acceptance offers the *possibility* of change.

出典) Miller W.R. & Moyers T.B.(2021). *Effective psychotherapists: Clinical skills that improve client outcomes*. New York: The Guilford Press, pp.33-34.

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Although the main focus here is on the possibilities of positive change arising from the challenge of difficult circumstances, it is appropriate to begin with the reminder that difficult circumstances can produce psychological distress, and to briefly review the kinds of negative responses that are quite common in persons exposed to highly stressful events. In doing so, we want the reader to understand that we recognize that traumatic events are not to be viewed simply as precursors to growth. They are profoundly disturbing. Second, it is important to recognize that the psychological processes involved in managing the disturbances are the same general types of processes that also can produce positive changes.

People facing major life crises typically experience distressing emotions. Particularly for sets of circumstances that threaten the person's physical well-being, anxiety or specific fears are common. Depending on the intensity, severity, and duration of physical threat or suffering (either direct or vicarious), the anxious responses can persist for a long time after the actual threat is removed. Sadness and depression can be common responses to life crises. Reactions to the loss of a loved one, for example, typically include sadness, yearning for the deceased, and a general wish that things could be different. As data indicate, of course, these responses are typical but not universal (Wortman & Silver, 2001). Guilt, anger, and general irritability are other affective responses commonly observed in persons struggling with significant life problems.

Distressing and sometimes dysfunctional patterns of thinking can be set in motion by major life crises. For sudden and unexpected events, initial reactions of disbelief and the experience of psychological numbness are common.

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