２０２３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。

Social skills training (SST) is a psychological intervention focused upon the development or improvement of social interaction, social performance, or interpersonal skills, primarily offered to patients diagnosed with schizophrenia-spectrum disorders or psychosis. SST was initially developed in the context of the deinstitutionalization of psychiatric patients returning to the community in the 1970s and utilized behavioral techniques such as roleplay, modeling, coaching, instruction, and feedback in an attempt to address interpersonal deficits. The literature from this period described SST as an effective means of reducing social anxiety, although suggested that improved generalizability to real-life situations was desirable.

  Since an initial wave of development in the 1980s and 1990s, SST has diversified meaning that a range of related interventions may now be subsumed within the terminology. The term SST, therefore, represents a broader spectrum of related interventions within the contemporary literature. These include approaches focused primarily on social cognition that may also integrate technology. Such approaches differ from the similar cognitive remediation methodology by their focus primarily upon social cognitive process and social perception rather than upon improving neuropsychological variables such as memory, attention, or executive function. Similarly, a number of SST approaches assimilate cognitive-behavioral techniques such as cognitive restructuring, although they follow an SST-style group format as opposed to the typical formulation-based approach of cognitive-behavioral therapy (CBT). Finally, a number of practically focused approaches integrating SST with psycho-education, life management skills, and relapse prevention strategies also exist.

研 究 科 名	科 目 名
教育学研究科 教育学専攻(臨床)	英 語 （No.2）

【２】以下の英文を日本語に訳しなさい。

Attachment is generally defined as an enduring affectional bond of substantial intensity. The term attachment has traditionally been used for the affectional bond between infants and their primary caretakers, but over the years this narrow definition of attachment has broadened to include other developmental periods and other attachment figures. Most studies of attachment have focused on infancy, but over the years more and more attachment researchers and theorists have adapted a lifespan perspective of attachment. Still, relatively little is known about the continuity or change in attachment relationships between children and their parents, especially in later developmental periods, such as adolescence.

The developmental period studied has direct consequences regarding the way attachment is measured and conceptualized. During infancy, attachment is studied using observational measures, which tap the behavioural dimension of attachment. This dimension reflects the extent to which attachment figures are used for support and proximity. The second dimension of attachment, the affectively toned cognitive expectancies that are part of an individual's internal working model of attachment, is known as the affective/cognitive dimension. A person's working model of attachment is a mental representation of that individual's self, of attachment figures and of their relationships, based on experiences with several attachment figures over time. In adolescent and adult attachment research, this general working model of attachment can be directly tapped by using self-report measures. In the present study we focus on the affective/cognitive dimension of adolescent attachment within family relationships as assessed by self-reports.

出典：

Buist K.L., Dekovic M., Meeus W. & van Aken M.A.G. （2002）. Developmental Patterns in Adolescent Attachment to Mother, Father and Sibling. *Journal of Youth and Adolescence*, 31(3), pp. 167–176.