令和７（2025）年度

一般選抜（Ⅱ期）

試験問題冊子（英語）

注　意　事　項

（１）試験開始の合図があるまで、この問題冊子の中を見てはいけません。

（２）解答用紙は、この冊子に挟み込んであります。

（３）試験開始後に、問題の不鮮明、解答用紙の汚れ等に気付いた場合、手を挙げて監督者にお知らせください。

（４）試験開始後に、問題冊子に受験番号及び氏名を記入してください。

（５）試験開始後に、解答用紙に受験番号のみを記入してください。

（６）試験時間は 60 分です。

（７）配布された問題冊子・解答用紙は、全て提出してください。

受験番号	氏　　名

大阪人間科学大学　大学院　人間科学研究科

次の英文を読み、問１～４に日本語で答えなさい（答えは解答用紙に記入してください）。

The scientist-practitioner model was based on the medical model of mental disorders and proposed that practitioners in the field of psychology needed to be trained in a manner that blended the researcher and the clinician. Shakow's initial report outlined a 4-year PhD program in which the 1st year was given to establishing a systematic foundation in psychology and medical science needed for clinical work, the 2nd year for psychometric and therapeutic principles and practices, the 3rd year for internship experience, and the 4th year for completion of the dissertation (Shakow,1942). The Boulder report recommended that the following subjects were necessary components of coursework: human physiology, personality theory, developmental psychology, social relations, psychopathology, and related clinical techniques courses (Benjamin, 2001).

One of the most important components of the scientist-practitioner model was that the training of psychologists should include an equal emphasis on research and practice. Psychologists must be able to apply available scientific knowledge and inquiry about practice (Stricker, 2000).

①As a practitioner, it is valuable to be able to develop the ability to take a step back from the emotive-relationship-based aspects of applied psychology and explore client responses, behaviors, and sessions from a scientific viewpoint. Observing clients, making inferences, formulating a hypothesis, and testing the hypothesis are all important to applying the scientist component to being a practitioner. All of these steps occur at both the microlevel, when the practitioner is engaged in a session with a client, and at the macrolevel, when the practitioner is reflecting on the session or presenting the case during consultation. The impact has been such that professional psychology no longer defines itself solely as a mental health profession (the primary focus at the time of the Boulder conference) but as a health profession with knowledge and services relevant to an expansive spectrum of health concerns (Belar, 2000). Psychological research is geared toward aiding and advancing psychologists' comprehension of and assistance to individuals (Chwalisz, 2003). ②Practitioners are ethically bound to deliver the most effective services to their clients. To have a true understanding of what treatments are most efficacious, the psychologist needs to scientifically evaluate the existing data regarding that treatment and be able to apply them to a specific population. Scientist-practitioner psychologists incorporate a research orientation to their practice, weaving the skills of psychological investigation, assessment, and intervention. This research contributes to improving the accuracy and consistency of diagnostic procedures and developing more proficient approaches to treatment (Baker & Benjamin, 2000).

As the population of the United States increases, with changing demographics such as age and cultural pluralism, the job of the psychologist will continue to evolve and become more

complex. Shaped by managed care, technological advances, and the ever-dynamic intricacies of human development and nature, the relatively young field of psychology offers abundant layers of opportunity to those who desire to advance the understanding of humankind. The didactic foundation the scientist-practitioner provides during graduate education and training thus provides a catalyst to continue this dual emphasis throughout the professional career of the scientist-practitioner-trained psychologist.

(出典) Petersen, C. A. (2007). A historical look at psychology and scientist-practitioner model. American Behavioral Scientist, 50 (6), 758－765. （本論文を一部省略、修正して作成）

問１．scientist-practitioner model について説明しなさい。

問２．下線部①を和訳しなさい。

問３．下線部②を和訳しなさい。

問４．scientist-practitioner model に基づく訓練に求められることについて述べなさい。