

# 社会福祉学専攻

修士課程

社会福祉学専攻【英語】問題

- 次の英文を読んで、下記の【設問1】から【設問3】について教えてください。

Underpinning any aspect of 'ism' is a differential value being placed on something, be it skin colour, social class, gender or age. <sup>①</sup> Ageism is not something that belongs to (or is caused by) the individual who is older, but it belongs to the social world in which they live. It is this social world that determines where its values lie. In developed and, perhaps even more so, in developing countries, ideas about what contributes to society (and so is more valued) are linked to financial or material contributions to society and independence from the need for support from the rest of society. Value is increasingly placed on what people do (their employment, for example) rather than what they are (a mother, for example) or what they believe in (their moral code of conduct, for example). <sup>②</sup> As societies become orientated towards function-ability, and in particular financial function-ability, so those who do not live up to society's expectations find themselves falling by the wayside. As a result we can see older people, and other non-financially productive people as being identified as socially excluded.

The <sup>③</sup> social exclusion of older people runs very deep into the fabric of how developed countries are constructed. There are, for example, points of retirement from paid employment, expectations of withdrawal from political decision making, and assumptions about the gap between the values of older people and those of younger generations. This cascades into a process of social diminishing of the value accorded to older people such that older people find it increasingly hard to find a role that is valued outside their own family, or even within it at times.

出典：Reed, Jan, David Stanley and Charlotte Clarke, Health, Well-Being and Old People, The Polity Press, 2004, p.32.

- 【設問1】 下線部①を和訳しなさい。

- 【設問2】 下線部②を和訳しなさい。

- 【設問3】 下線部③の反対概念を示す文中の英語を、1つ書き出しなさい。

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- 次の英文を日本語に訳しなさい。

Proficiency in these abilities requires considerable intellectual prowess. Social workers must think clearly, logically, complexly, and creatively to adapt effectively to the wide range of people, issues, and contexts we face. The stakes are extremely high. Social work practice is complex, multi-dimensional, multisystemic, and certainly challenging. There are few simple issues and fewer easy solutions. Social workers proficient in critical thinking skills are better able to address complicated issues and more likely to benefit others. Those of us who do not think critically represent a genuine risk of harm to our clients, our colleagues, and ourselves.

Cournoyer, B. R. (2014) *The social work skills workbook*, Brooks/Cole.

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- 次の英文を読んで、日本語に訳しなさい。なお解答は、別紙の解答用紙に記入してください。

The approach toward the evaluation of social work practice known as single-system designs (SSDs) has been around for several decades. The earliest known publication using this approach in social work was authored by social worker Bill Butterfield and psychologist Arthur Staats and appeared in 1965 describing an intervention designed to enhance the reading skills of a Hispanic adolescent. Social worker Richard Stuart (1967) used these designs in his evaluation of a weight-control program two years later, and, by the early 1970s, a large number of illustrative and methodological articles, chapters, and books had appeared on the topic. A bibliography on single-system designs used in social work, covering the years 1965-1990, found over 250 citations (Thyer & Thyer, 1992), and the field has grown appreciably since then. What, exactly, are SSDs? Well, the *Social Work Dictionary* (Barker, 2003) provides the following definition:

**Single-subject design.** A research procedure often used in clinical situations to evaluate the effectiveness of an intervention. The behavior of a single subject, such as an individual client, is used as a comparison and a control. Typically the results of progress or change are plotted graphically. Single-subject design is also known as  $N=1$  (with  $N$  meaning number of persons) design or single-system design. (p.399)

出典：Bruce A. Thyer and Laura L. Myers (2007). *A social worker's guide to evaluating practice outcomes*. Alexandria, VA: CSWE Press, p.42.

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- 以下の文章はソーシャルワークにおけるテクノロジーの使用と倫理について述べたものです。全文を訳しなさい。尚、固有名詞を訳す必要はありません。

Technology is constantly changing the ways social workers provide services. In response, collaboration between the NASW, the CSWE, the ASWBb, and the Clinical Social Work Association resulted in a set of standards for social work practice related to technology. One standard is related to the provision of information to the public. Social workers should provide information from reputable sources and should be cautious about what information about them is available to others online. Another standard suggests that service design and delivery should follow the same ethical requirements as any other service. Services should be designed and delivered using technology only under the following conditions: when in-person services are not necessary, when services can be confidential, when boundaries can be maintained, when the worker can confirm the client's identity, and when technology is accessible and available to both worker and client. Another standard refers to gathering, managing, and storing information. It suggests social workers be aware that information can be lost or misrouted, that clients have the right to see their records, and that workers are responsible to keep their professional and personal records separate. Finally, supervisors and field instructors should be aware of their agency's policies related to technology.

Gasker, Janice (2019) *Generalist social work practice*, Sage.