

社会福祉学専攻

博士課程

- 次の英文を読んで、下記の【設問 1】から【設問 4】について答えなさい。
解答は、別紙解答用紙に記入してください。

To care for another person, in the most significant sense, is to help him grow and actualize himself. Consider, for example, a father caring for his child. He respects the child as existing in his own right and as striving to grow. He feels needed by the child and helps him grow by responding to his need to grow. Caring is the antithesis of simply using the other person to satisfy one's own needs. The meaning of caring I want to suggest is not to be confused with such meanings as wishing well, liking, comforting and maintaining, or simply having an interest in what happens to another. Also, it is not an isolated feeling or a momentary relationship, nor is it simply a matter of wanting to care for some person. Caring, as helping another grow and actualize himself, is a process, a way of relating to someone that involves development, in the same way that friendship can only emerge in time through mutual trust and deepening and qualitative transformation of the relationship.

Whatever the important differences are among a parent caring for his child, a teacher caring for his pupil, a psychotherapist caring for his patient, or husband caring for his wife, I would like to show that they all exhibit a common pattern. But besides caring for people, in this sense, we may care for many other things as well. We may care, for instance, for our "brain child" (a philosophical or an artistic idea), an ideal, or a community. And here too, whatever the important differences are between caring for a person and caring for an idea, I would like to show that there is a common pattern of helping the other grow. It is this general pattern of caring that I will describe and explore.

出典：Mayerof, Milton (1972) *On caring*, HarperPerennial, p.1-2.

【設問 1】

下線部 の正反対 (antithesis) のものとして示されていることは何か、日本語で答えなさい。

【設問 2】

下線部 を和訳しなさい。

【設問 3】

下線部 を和訳しなさい。

【設問 4】

著者が考えるケアとは何か、日本語で簡潔に述べなさい。

- 下記の問題【Ⅰ】・【Ⅱ】について、答えなさい。

- 【Ⅰ】 次の英文を読んで（設問1）について答えなさい。

This study explored professional views about the needs of young carers of adults with mental health problems. Sixty-five participants were interviewed and included professionals from the health, social care, and voluntary sectors. Respondents were asked to comment on their understanding of the needs of young carers and appropriate methods or interventions to address these needs. Findings include: young carers' perceived isolation, restricted opportunities, and stigma; fears involving child protection and family separation; and examples of good professional practice upon which to build.

出典：Gray, B., Robinson, C., and Seddon, D(2008). Invisible Children: Young Carers of Parents with Mental Health Problems - The Perspectives of Professionals. *Child and Adolescent Mental Health*, 13(4), 169-172.

<設問1> 下線部 を和訳しなさい。

- 【Ⅱ】 次の英文を読んで、（設問2）から（設問4）について答えなさい。
なお、固有名詞を訳す必要はありません。

Every day, most social workers are confronted with the necessity to make ethical decisions. Sometimes they have an opportunity to think about the choices, perhaps to talk things over with a colleague or to consult with an expert. More often, however, social workers - even student social workers - are alone when they must make difficult ethical decisions; they cannot wait because of the immediacy of the problem that faces them. At best, they have a few hours or a few days to consider what should be done.

1. 1 The Guevara Family Struggle: Report or Not?

The Guevara family is working very hard to get by economically. Mr. and Mrs. Guevara both work full-time. Their four children - three of whom are in elementary school - return home in the early afternoon. The oldest child, Rosa, is 16 years old and expected to feed, supervise, and care for the other children, which she has done successfully. However, a neighbor reported the Guevaras to Child Protective Services, accusing them of neglect. When Morgana Elam, the social worker assigned, met with her, Mrs. Guevara told her that this is the way it is done in their culture. Also, she and her husband want to make a better life for their children. They have explored every possible alternative, and there is none. If one of them has to cut back on employment, a paycheck will be lost without any assurance that other work will be found. After checking, Ms. Elam found she also could not suggest an alternative. The children all appear healthy and happy.

What ethical issues does this situation pose? Where will the social worker find help with the ethical aspects of this practice problem? How will the social worker decide what course of action to follow?

出典：Loewenberg, F., Dolgoff, R., and Harrington, D.(2000) *Ethical Decisions for Social Work Practice 6th Edition*, F.E. Peacock, p3-4.

<設問 2 > 下線部 を和訳しなさい。

<設問 3 > 下線部 について、事例の概要を述べなさい。

<設問 4 > 下線部 の質問について、あなたの考えを述べなさい。

令和6年度 東北福祉大学大学院博士課程（一般選抜・社会人選抜）入学試験

社会福祉学専攻【英語】共通問題

● 下記の問題【Ⅰ】・【Ⅱ】について、答えなさい。

解答は、別紙解答用紙に記入してください。

【Ⅰ】 次の英文を読んで【設問 1】について答えなさい。

Since the 1990s, evidence-based practice has become part of social work, grounded in the notion that social work should be a research-based profession. However, recent studies show that social workers struggle with bridging research and practice. This study analysed Norwegian social workers' use of knowledge in their daily practice, drawing on data from a survey consisting of 2060 social workers in different practice fields as well as qualitative interviews with 25 social workers from social services and child welfare services. Analyses of the quantitative data revealed that clients, work experience, and colleagues were the three most common sources of knowledge among the social workers. The use of knowledge could be divided into two subgroups: (a) theory-oriented and (b) practice-oriented. The qualitative interviews revealed that social workers valued work experience, colleagues, supervisors, and clients as their main sources of knowledge. Lack of time was identified as the main barrier for engaging in research. The findings in this study are contextualised with theories on knowledge production and translation in social work, arguing that field instructors, supervisors, and social work education play an essential role both in facilitating evidence-based practice and, more broadly, in bridging the gap between research and practice.

<出典> Fine, J., Tor-Johan, E. & Malmberg-Heimonen, I. (2020). Social workers use of knowledge in an evidence-based framework: a mixed methods study. *European journal of social work*, 25(3), 1-14.

【設問 1】 下線部 の概要を日本語で述べなさい。

【Ⅱ】 次の英文を読んで、【設問 2】から【設問 4】について答えなさい。

なお、固有名詞を訳す必要はありません。

The strengths perspective is distinct from a medical model approach to helping that has significantly influenced social work practice, especially within the mental health field. This approach views clients from an illness and pathological standpoint. The social worker attempts to diagnose the clients' problem, develops a treatment plan, and evaluates the outcome (Shulman, 2006). This traditional stance of helping assumes that clients have problems that they are unable or unwilling to resolve and therefore, they need professional services. Many times, this view assumes that the existence of the problem and the need

for the client to seek professional help indicate deficits or flaws in clients (Weick et al., 1989). In addition, the emphasis on the problems in the client creates a wave of pessimistic expectations about the client's capabilities and environment. Clients may then believe that, because they have these problems, they are somehow deficient or abnormal. This ignores the idea that clients have tremendous assets and potential that may not be recognized (Saleebey, 2013).

Strengths perspective, in contrast to the medical model, provides a different way of viewing clients and the helping process in social work practice. It de-emphasizes this problem-focused lens in social work practice and provides an alternative framework for working with clients. Instead of focusing mainly on the problems of the clients, the strengths perspective is goal oriented and focuses primarily on the strengths of the clients, looking for talents, knowledge, capacities, and resources. Practicing from this perspective means the social worker is always exploring and utilizing clients' strengths and resources, both within the person and their environment, in helping them with their problems or goals (Saleebey, 2013; Sullivan, 1992).

<出典> Kim J. & Bolton, K., (2019). Strength Perspective. Encyclopedia of Social Work.
<https://doi.org/10.1093/acrefore/9780199975839.013.382>

【設問 2】下線部 を和訳しなさい。

【設問 3】下線部 を和訳しなさい。

【設問 4】ソーシャルワーカーが医学モデルの見方でクライアントの支援を行うことの問題点について、上記の英文の情報を基に述べなさい。