

Ⅱ期（一般）

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令和6年度

武蔵野大学大学院 人間社会研究科 人間学専攻 臨床心理学コース 入学試験問題（12月17日）
[英語]

以下の英文を読んで、問いに答えよ。

The therapist continued this dialogue by using Socratic questioning to help Maria examine the evidence for and against her core belief and to find alternative ways to think about her progress in therapy. Furthermore, Maria and the therapist collaboratively designed a behavioral experiment that challenged Maria's core belief by helping her collect actual evidence against this belief.

Another treatment-interfering behavior is session tardiness. Patients often get stuck ritualizing at home or in the bathroom at therapist's office and thus are late for session. ①Patients might also cancel at the last minute because they feel overwhelmed about coming to session or are stuck in a ritual. Therapists should address this behavior right away. For example, therapists might discuss alternative hypotheses for reasons why they are not coming to session on time. If the patient suggests that they have a difficult time managing their time, then time management skills (such as breaking down the steps needed prior to coming session) can help the patient improve attendance. Alternatively, if the patient is stuck ritualizing before session, the therapist might want to create contingencies that might help the patient improve come in on time such as telling patients that the appointment is scheduled for an hour earlier to increase the likelihood that they will be on time for session.

Homework compliance is a key predictor of treatment outcome for patients with OCD. However, given that exposure-based homework can be unpleasant, it is not uncommon for patients to avoid it. One way to address homework non-compliance is to engage the patient in problem solving by conducting a pros-cons analysis of compliance homework. It is also helpful to engage patients in a discussion about their short-term versus long-term goals. If the patient has set specific goals to encourage the patient to complete homework. Metaphors can also be helpful. For example, the therapist could suggest to the patient that completing homework is like riding a bike, or learning to swim or drive. At first, such new activities can be somewhat anxiety-provoking. However, with practice, it is likely that they will become "second nature" and less anxiety-provoking. Regardless of the approach, it is very important that therapists validate patients' attempts to complete any homework. It is fine to be empathetic about the challenge involved with homework, but it is essential for homework non-compliance to be addressed before moving on.

引用文献 : Otto, M. W., & Hofmann, S. G. (2009). Avoiding Treatment Failures in the Anxiety Disorders (Series in Anxiety and Related Disorders). Springer-Verlag New York Inc.

問1 OCDについて、DSM-5における日本語訳を記述しなさい。

問2 下線部①を日本語で訳しなさい。

問3 本文で述べられている、OCDにおける exposure-based homework で考慮する点を日本語で記述しなさい。また、それに対するあなたの考えを記述しなさい（400字程度）。