

令和 7 年度

新潟大学大学院保健学研究科
博士後期課程

学力検査試験問題

外国語（英語）

注 意 事 項

1. この問題冊子は、試験開始の合図があるまで開いてはいけません。
2. 問題冊子は、表紙を入れて 5 枚、解答用紙は 2 枚、他に下書き用紙が 1 枚あります（落丁、乱丁、印刷不鮮明の箇所などがあった場合は申し出てください）。
3. 解答は、すべて解答用紙の指定された箇所に記入してください。
4. 受験番号は、各解答用紙の指定された箇所に必ず記入してください。
5. 解答時間は、9 時から 10 時 30 分までの 90 分間です。
6. 問題冊子と下書き用紙は持ち帰ってください。

問題 1 以下の英文を読み、設問に答えなさい。

What Is A Good Research Question?

A good question can make people pause and see things in a different way, or can motivate them to learn more through discussion, an internet search or literature review. When a child asks their parents why the sea is blue, the parents may need to consult an information resource before providing a well-informed answer! (1) Thinking critically about everyday taken-for-granted assumptions or practice problems, to enable new potentially transformative viewpoints to be articulated (a process called 'problematizing'), is one of the most useful ways of generating research questions. A good research question will send the researcher on a quest to identify or collect data that can be analysed and interpreted, such that it provides new insights.

So what are the features of a good question? First and foremost, the question should focus on an important topic. Ask yourself what will happen if this research is not done – does it really matter? Who will benefit from it? Good questions are often (2) co-created with those who may use or benefit from the findings. Look at the priorities identified by journals, funding bodies or priority-setting exercises in the clinical education field to see what others think are important questions. Sometimes new data might prompt a research question: from the findings of a national survey, for example. Other research questions are driven by a theory or (3) hypothesis about what is happening in practice. It is not uncommon for research questions to start out by being quite 'local and particular', focused on the immediate educational context, but they can often be developed into questions with broader relevance.

Good research questions are usually quite narrow or specific, but often do not start out that way. You might start with a general theme or idea for research (e.g. motivation for learning), which develops into a more specific question over time (e.g. how do medical school graduates engage with e-learning resources outside their working hours?). Novices often ask very broad questions, but these are unlikely to be answered in a short time frame and can lack direction and impact. After developing a research question, you will need to consider whether it can be answered through the existing published literature or whether new data must be collected. Reviewing the literature is only manageable if the question has clear boundaries. In research, we are often contributing a tiny step to the existing knowledge, rather than making huge leaps. Small contributions are better than no changes at all. So a long, specific question is likely to be preferable to a short vague question.

(出典 Mattick K, Johnston J, de la Croix A. How to...write a good research question. Clin Teach. 2018;15(2):104-108.より一部抜粋、改変)

設問 1. 下線部(1) を日本語に訳しなさい。

設問 2. 下線部(2) 「co-created」に最も近い意味となるものを(a)~(e)より一つ選びなさい。

- (a) constantly created (b) concisely created (c) considerably created
(d) continuously created (e) collaboratively created

設問 3. 下記の文は下線部(3) 「hypothesis」の説明です。(A)と(B)に入る単語として最も適切なものを(a)~(e)より一つずつ選びなさい。ただし、一つの選択肢は一度しか選べない。

An idea or explanation of something that is based on a few (A) facts but that has not yet been (B) to be true or correct.

- (a) known (b) proved (c) affected (d) postponed (e) extended

設問 4. 著者は良いリサーチクエスチョンが持つ特徴を複数挙げている。それらの特徴を日本語で列記しなさい。

問題 2 以下の英文を読み、設問に答えなさい。

(1) One Health approaches to global health security should expand beyond zoonoses and infectious diseases of pandemic potential. The entry points for One Health issues frequently begin with human behaviors, our interactions with the environment, and wider ecosystem stability. To address these points, the One Health community should bring on board environmental scientists, social scientists, and communities with lived experiences at the interface of ecosystem degradation, climate change, and marginalization to address the divides in delivering a holistic One Health approach to global health security across academia, research, and implementation.

A grounded theory analysis of the legal frameworks that are meant to guarantee and facilitate One Health multisectoral approaches reveal largely (2) negative findings; the majority of the reviewed international legal instruments allow considerable flexibility in their interpretation of obligations, and they continue to uphold politically complex and poorly used compliance mechanisms in the fields of global health and global environmental governance. Conversely, treaties in international trade and finance have often had more defining roles in shaping health outcomes and are more robustly applied.

Regionalism can create opportunities for Low-income and middle-income countries (LMICs) who share geographical, biological, and infrastructural hazards but who have little political or financial power in the global multilateral system. (3) _____, care should be taken to ensure power imbalances prevalent at the global level are not simply replicated or perpetuated at the regional level. (4) Overlapping and concurrent crises are likely to increase, and the global community should reflect on maximizing yield from its interventions—flexible funding for prevention, preparedness, and response with adequate provisions around transparency and accountability should go to those countries or communities directly affected with no strings attached. For initiatives like the One Health Joint Plan of Action (2022–26) and other One Health implementing instruments, whether global or regional, the financing required to make a real impact on prevention and preparedness is in the billions (US\$) per year. Funding that moves beyond subsidizing a development industry and an academic industry in high-income countries and results in measurable technology transfer and self-sufficiency in LMICs is necessary. This funding should be made available with a view to ensuring access to global public health goods, human dignity, and real health-related outcomes across the Sustainable Development Goals, not through a primary focus on predetermined donor targets derived from economic and health security self-interest.

注) zoonoses 人獣共通感染症

(出典 Elnaiem A, Mohamed-Ahmed O, Zumla A, et al. Global and regional governance of One Health and implications for global health security. Lancet 2023;401:688-704. より一部抜粋、改変)

設問 1. 下線部(1)を日本語に訳しなさい。

設問 2. 下線部(2)の 2 つの理由を、日本語で記述しなさい。

設問 3. 下線部(3)に最も適した語句を、(a)～(e)より一つ選びなさい。

(a) Since (b) Therefore (c) In consequence (d) However (e) In conclusion

設問 4. 下線部(4)を日本語に訳しなさい。

設問 5. 「低中所得国に対する資金」はどのような観点で提供されるべきなのかを、文中に書いてある英文の箇所を書き写しなさい。