

考試科目	研究倫理	所別	心理所	考試時間	6月25日 上午第二節 星期二
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一. (15分) (a) 在母群 σ 未知下考驗平均數是否為定值時:

$$H_0: \mu_x = a \quad H_1: \mu_x \neq a$$

$$TS = \frac{\bar{x} - a}{\frac{s}{\sqrt{N}}}$$

(b) 在兩獨立樣本平均數差異考驗時:

$$H_0: \mu_{x_1} = \mu_{x_2} \quad H_1: \mu_{x_1} \neq \mu_{x_2}$$

$$TS = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{s_p^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

請說明在選取臨界值時, 為何上述兩種考驗皆參考 t 分配。

二. (15分) 在 $A \times B$ 的實驗設計中, A 與 B 皆為受試者間變項, 研究者可以依研究問題需要, 在下列三種分析方式中, 選擇一種分析方式, 三種統計分析式, 用其線性模式描述如下:

(a) 交互作用模式: $Y_{ijk} = \mu + \alpha_j + \beta_k + \alpha\beta_{jk} + \epsilon_{icjk}$

(b) 單純主效果模式: $Y_{ijk} = \mu + \alpha_j + \beta_k + \epsilon_{icjk}$

(c) 細格平均數模式: $Y_{ijk} = \mu + \alpha_{jk} + \epsilon_{icjk}$

其中 α_j 代表 A 效果; β_k 代表 B 效果; $\alpha\beta_{jk}$ 代表 AB 交互作用
 β_{jk} 代表 A_j 下的 B 效果; α_{jk} 代表各細格的線性效果或 $(\mu_{jk} - \mu_{...})$

請區分在此三種分析模式下, 分別可以回答何種研究問題。

國立政治大學圖書館

三. (15分) 在整合分析(meta-analysis)中, (a) 為何要計算效果量(effect size)?

(b) 效果量如何計算與解釋? (c) 對效果量如何進行整合分析?

四. (15分) 請描述多元迴歸分析與淨相關及淨相關考驗間的關係。

考試科目	研究方法	所別	心理所	考試時間	6月25日 上午第二節 星期二 下
<p>五.(20分) 在實驗設計時, 常考慮統計推論效度, 內在效度, 建構效度, 及外在效度四個方向的威脅, 當使用不適當的測量工具時, 可導致各類威脅。請依此四類威脅的區分, 分別描述何種測量工具的不良性質, 會導致研究結論的威脅。</p> <p>六.(20分) 請概述各科單一個案 (single-case) 實驗設計, 及其如何控制內在效度的威脅。(各種設計請勿超過五行)。</p>					

考試科目	專業英文	所別	心理研究所	考試時間	6月25日 星期二	上午第 / 節
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I. Answering the following questions in English (20 points for each question)

- (1) What is consultation ?
- (2) How can people communicate effectively ?
- (3) What is the difference between testing and assessment ?

II. 英譯中 (每題20分)

- (1) Stress resistance research is the predominant approach to studying life stressors today and is among the most active research areas in contemporary social science. Although much remains to be learned about the stress process, the research we have reviewed provided a basic foundation for further understanding of stress resistance. Effective coping strategies are central to stress resistance. Under stressful demands, personality strengths and social support function as coping resources; coping, in turn, mediates between available resources and subsequent health. Although the effects of chronic stressors are more enduring than those of acute events, chronic and acute stressors and social resources are dynamically interrelated. Ongoing stressors and a lack of social resources predict new stressful events; such events, in turn, contribute to a rise in chronic stressors and an erosion of social resources.

Stress resistance research also has served to identify broadly applicable adaptive variables and mechanisms. As we have shown, these factors affect functioning in representative community groups, as well as among depressed and alcoholic patients. They are relevant as well to the health of spouses and the resilience of children in each of these groups. Moreover, conceptual extensions of the stress resistance construct are beginning to provide an empirical foundation to help understand the process of psychological growth during life crises and developmental transitions

At an applied level, stress resistance research provides a comprehensive framework that encourages innovations in mental health care appropriate to a variety of populations. The findings we have described have implications for interventions at both environmental and individual levels. Our results emphasize that treatment is part of an open system, where an intervention program is only one of multiple factors that influence psychiatric disorders and other aspects of adaptation. Such a conception of treatment can broaden the conventional psychotherapeutic framework by focusing attention on the interactive relationships among the individual, the family, and related social settings. Recognizing that stressful or relapse-inducing life situations inevitably occur, clinicians can identify coping resources and family and social supports that clients can acquire to help them deal with these situations more effectively.

考試科目	專業英文	所別	心理研究所	考試時間	6月25日 上午第 1 節 星期二 下午
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(2) Students often come to the study of psychology hoping to learn the one grand psychological theory that unifies and explains all aspects of human behavior and consciousness. Such students are often disappointed, for they find not one grand theory, but many different theories, each covering a limited aspect of behavior. The diversity of psychology guarantees that the task of theoretical unification will be immensely difficult. Indeed, many psychologists would argue that such a unification is impossible. Others, however, are searching for greater unification within the field. No matter what their position on the issue, all psychologists agree that theoretical unification will be extremely difficult and that such a unification will occur years in the future if it is to occur at all.

The lack of theoretical integration in psychology not only disappoints some students, but it also leads many others to denigrate the scientific progress that psychology has made. Such criticism often arises from the mistaken notion that all true sciences must have a grand, unifying theory. It is a mistaken notion because many other sciences also lack a unifying conceptualization.

It is also important to understand that what a discipline considers to be within its province is in part historical accident. One contributing factor is often arbitrary way that universities partition the range of human knowledge into "department," which may have administrative convenience but which should not be viewed as unchangeable categories.

Indeed, it is not difficult to imagine a university disbanding its psychology department and integrating its members into other departments of the university. Few psychologists would notice any difference in the intellectual interchange with their new colleagues. Actually, many would experience greater camaraderie with their new colleagues than with the old ones in "psychology." Modern psychology, in terms of content, simply does not hang together as a coherent set of topics. One must look to a more general level to find anything that unifies the discipline.

It has been suggested that the term *psychological studies*, rather than *psychology*, would more accurately reflect the diversity of the discipline. This would also make it less surprising that different areas within the discipline have been characterized by vastly different rates of scientific progress. Some have made impressive progress in the explanation and prediction of behavior, while others have hardly progressed at all. The term *psychology* does not convey this state of affairs. Instead, it implies a coherence of subject matter that is simply not characteristic of the discipline.

考試科目	工業與組織心理學	所別	心理研究所	考試時間	六月廿五日 星期二	下午第一節
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- 一. 試比較面談、心理測驗、個人基本資料、及同儕評量等四種甄選方法之優缺點，並請針對各項方法之缺點，提出改善之建議。(25%)
- 二. 目前國內許多企業顧問公司直接自國外引進一套訓練課程，加以翻譯後，即一成不變地至各企業實施，且只評估學員的反應，試從「訓練」的角度分析，此種做法的利弊得失，並請針對其缺點，提出改進之方案(25%)。
- 三. 近來，全球盛行「全面品質管理」(Total Quality Management, i.e. TQM)的運動，其主要精神為 customer focus, strategic planning, continuous improvement, 以及 teamwork, 然而有些公司推行成功，有些公司則失敗，試從「組織發展」的角度 (TQM 可視為一種 intervention) 分析，這些公司失敗的可能原因為何？並請進一步提出針對之道，以協助這些公司反敗為勝。(25%)
- 四. 現今企業面臨的問題之一是對新新人的管理不易，由於他們對事不盡心，對錯不在意，對物不珍惜，對己不克制，對人不感激，因此造成管理階層極大的困擾，請試從工業與組織心理學研究之實務的觀點，提出具體的研擬措施。(25%)

考試科目	輔導與臨床	所別	心理	考試時間	6月25日 上午第一節 星期二 ⑤
一. 試比較 Ellis 的理情治療、Beck 的認知治療、Meichenbaum 的認知行為策略三者之基本理念上的異同。 50%					
二. 試比較生涯諮商 (career counseling) 與職業諮商 (vocational counseling) 兩者在觀念和做法的不同。 50%					
國立政治大學圖書館					