

考試科目	專業英文	所別	心理	考試時間	5月24日 上午第一節 星期六 下午
<p>一、請將下列兩題文字 (a) 翻譯成中文 (每題 25 分) (b) 用英文 100 字左右書寫你對該題文字感想 (每題 10 分)</p> <p>(1) Behavior-setting theory includes two key assumptions. First, the individuals who perform in a giving setting are thought to be more or less interchangeable. Even a complete turnover in participants does not change the activities one would see in that setting.</p> <p>Second, it is a key assumption that setting themselves generate the forces necessary for their own maintenance and survival. Behavior setting are seen to possess "force" that, in the interest of keeping the setting going (homeostasis), impel their occupants to perform the standing behavior patterns and confirm to setting programs. These homeostatic forces are organized into several formats, including:</p> <ol style="list-style-type: none"> 1. <i>Program circuit</i>, which represent the agenda connecting people to the required sequence of behavior patterns. In a church service, for example, the congregation stands or sits in unison at the appropriate times, as indicated by the organized ceremony of worship. In a classroom children do seat work and recite when called upon. Even long-term patients in mental hospitals will eat when brought to a dining room. 2. <i>Goal circuits</i>, which represent the confluence of participants' individual needs with specific experiences or products provided by the setting. The motivations of those attending a church service, for example, are typically congruence with the specific kinds of social and spiritual satisfactions such a setting provides. Similarly, the effectiveness of a school is partly based on the assumption that children are motivated to learn what the school is teaching. Problem can arise when a child is "unmotivated," i.e., does not actively engage the program circuit provided by school setting. 3. <i>Deviation-counteracting circuits</i>, which reduce or eliminate behavior that deviates from the program. A baby crying loudly during a wedding ceremony elicits prompt efforts by those nearby to quiet the child. A person who eats in a library will be asked to stop. Even a celebrity who hires a prostitute to participate in an "obscene act" will be stopped and arrested when the act is performed in public, as was the British actor Hugh Grant. 4. <i>Veto circuit</i>, which result in the ejection of a nonconforming occupant from the setting. The crying baby who cannot be quiet during a solemn ceremony will usually be ushered quickly away from the setting. <p>(2) The Expectancy-value theories that place such an emphasis on perseverance also have an important role for disengagement. In general, giving up is treated as a wholly undesirable response. The emphasis has been on the failure per se. Indeed, giving up has sometimes been equated with "helplessness," in which the person subsequently fails to exert effort toward a wider variety of goals. Further thought makes it apparent, however, that this is too simple a picture.</p>					
備	考	試題隨卷繳交			
命題委員：		-159-		(簽章) 92年5月19日	

考試科目	專業英文	所別	心理	考試時間	5月24日上午第一節 星期六
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To talk about the consequences of failure, one must make a distinction between giving up effort and giving up commitment to the goal. Reducing effort while staying committed has clear negative consequences in the form of distress. The person is stuck—not trying, yet unable to turn away. If commitment to the goal can be dissolved, however, failure at goal attainment does not have these consequences. With no commitment to the unattainable goal, there's no basis for distress over the fact that the goal cannot be attained.

What determines goal commitment? It depends partly on the goal's value—its perceived importance. Real helplessness occurs when a goal cannot be reached and also cannot be abandoned, because it matters too much. What determines a goal's importance? To answer this question properly, we must address the principal of hierarchicality among the goal values of the self.

We believe that goals provide the structure that defines people's lives. The goals of the self take a variety of forms. Some are concrete, others are more abstract and ephemeral. What makes one goal matter more than another? Generally speaking, the higher in the hierarchy a goal is, the more important it is. Concrete action goals acquire importance from the fact that attaining them serves the attainment of broader, more abstract goals. The stronger the link between a concrete goal and the deepest values of the self, the more important is that concrete goal.

Unimportant goals are easy to disengage from. Important ones are hard to disengage from, because giving them up creates a disruption with respect to higher-level core values of the self. Thus, giving up on an important goal is difficult and painful.

The disruption at the higher order can potentially be remedied, however. How? The answer derives from the fact that people often can engage in diverse activities to satisfy a given higher order goal. For example, many actions serve as pathways to maintaining good health, including exercising, healthful eating, taking vitamins, getting regular checkups, and avoiding cigarettes and alcohol. The pathways to a given higher order goal sometimes compensate for one another, so that if progress in one path is impeded, the person can shift efforts to a different path.

Sometimes disengagement involves shifting from one activity to another. Sometimes it involves only scaling back from a lofty goal in a given domain to a less demanding one. This is a disengagement, in the sense that the person is giving up the first goal while adopting the lesser one. By scaling back the goal—giving up in a small way—the person keeps trying to move ahead, thus not giving up in a larger way.

More generally, disengagement appears to be a valuable and adaptive response when it leads to—or is tied to—the taking up of other goals.

二、最近 SARS 疫情嚴重，全民心理層次皆受影響。請從你的專業領域思考，用英文書寫一份針對此問題可行的研究計劃。(30分)。

備考	試題隨卷繳交
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命題委員： -160- (簽章) 92年5月19日

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考試科目	研究方法	所別	心理	考試時間	5月24日 星期六 上午第一節
<p>一、以問卷調查進行研究時，回收的問卷常有遺漏值出現。學者常用哪些方法處理之？</p> <p>二、試比較古典測驗理論和試題反應理論的優點和限制。</p> <p>三、何謂統計推論效度？哪些因素會威脅它？請說明之。</p> <p>四、試從樣本、資料的收集與分析、研究者與受試的關係、真實的本質、價值導向等五個角度，比較質化研究和量化研究不同之處。</p>					
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命題委員：	-161- (簽章) 年 月 日				

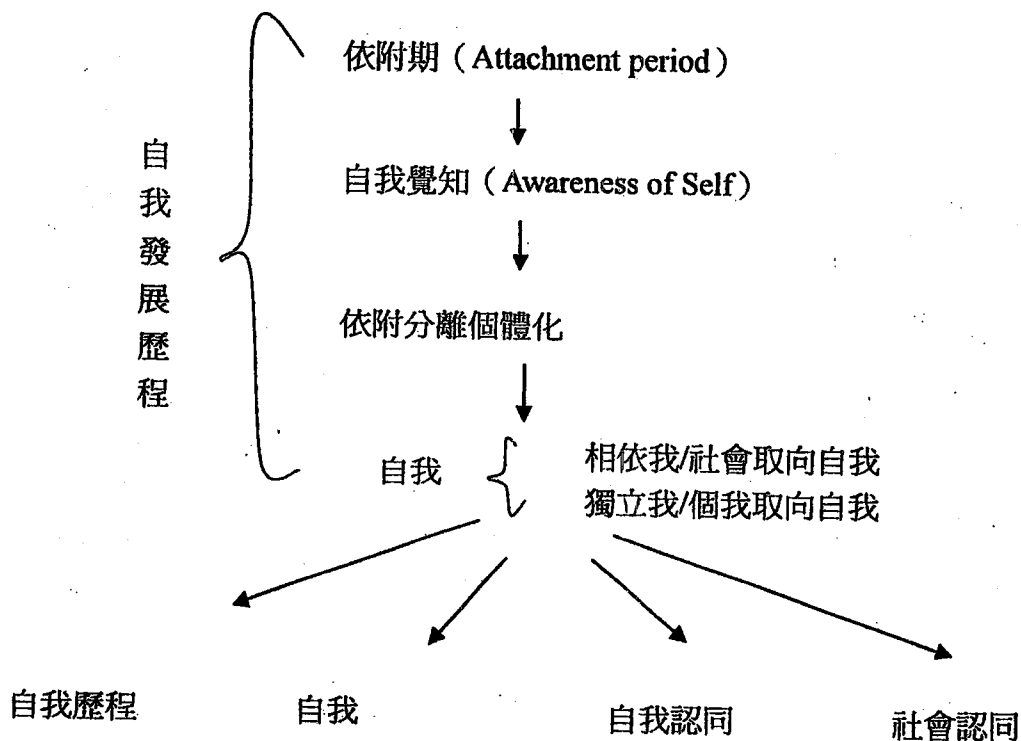
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考試科目	社會人格心理學	別	心理學	考試時間	月	日	上午第	節
					星期		下	

國立政治大學圖書館

- 1、有人批評傳統的社會心理學家偏好研究情境因素對社會行為的影響，這種批評與主流社會心理學家偏好的研究方法有關，說明之。重情境因素的研究取向與哪一個人格理論的觀點背道而行？有整合兩者的理論觀點(perspective)嗎？若有，述說其要點。25%
- 2、一個人的社會行為有時候比較受情境因素的影響，有時候比較受其人格因素的影響，換句話說，有時候比較裡外一致，有時候裡外不一，有哪些影響這種差別表現的重要干涉變項(moderator variables)？請舉證說明之。25%
- 3、一個人的成長始於對母親的依附，然後進行漫長的自我成長歷程。下面簡略圖示這樣的歷程，請盡你所知述說與此圖有關的重要理論。50%

【自我、自我認同及社會認同的整合架構】



備考	試題隨卷繳交
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命題委員：

-162-

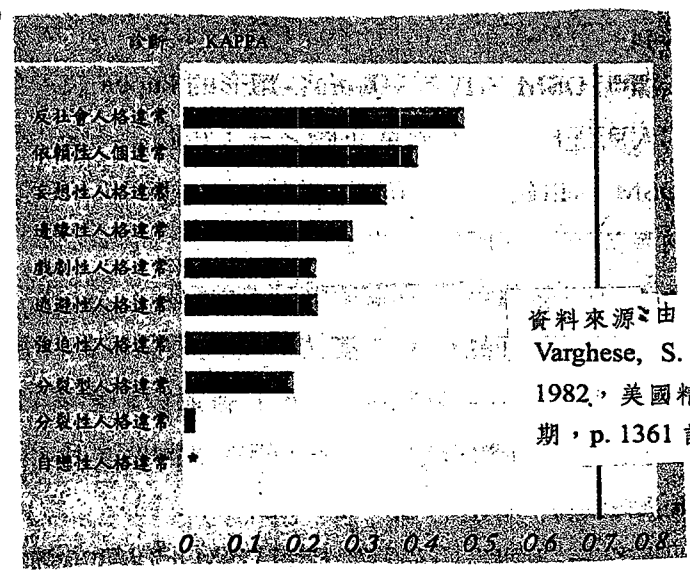
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考試科目 Course	諮商與臨床 心理學	開課系級 Dept. & Class	心理	日期 Date, Period	月 日	第 節	試題編號 CourseNo.
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國立政治大學圖書館

- 一、 Sue(1992)提及:「諮商/心理治療可被當成一種壓迫工具,因為它長久以來都被設計來傳達一套個人主義文化的價值,傳統諮商/心理治療已經『傷害』了弱勢與婦女.....」。請以憂鬱症的心理治療為例,選取任一心理治療理論來說明此理論在治療憂鬱症者時有無可能產生上述現象?若有可能,請說明可能之處及如何避免產生上述現象?若無可能,請說明原因。(25%)
- 二、 一高二女生在參與校內小團體輔導後,私下告知團體帶領者其叔叔(住在一起)會藉故進她房間對其毛手毛腳(性騷擾),當事人曾向母親反應,但母親表示叔叔只是關心她。當事人因此常心神不寧、無法專心唸書也有失眠的現象。當事人不敢告訴導師,害怕導師會告訴家長反而被父母責備。請以如何增進當事人的福祉及考慮倫理/法律層面,說明此團體帶領者可協助的方向與策略。(15%)
- 三、 請說明一位諮商與臨床心理師,在面對近幾年來我國社會因各種事件(如 921 地震、911 攻擊、經濟衰退、SARS 等),使得個人失去生活目標、對未來喪失信心而產生的問題上,其有哪些社會責任及可以做出哪些貢獻。(15%)
- 四、 解釋名詞(30%)
1. psychometric assessment v.s. psychophysiological assessment.
 2. introjection v.s. projection
 3. internalization v.s. externalization (Epston)
 4. disengagement v.s. enmeshment
 5. Socratic dialogue (Beck) v.s disputing (Ellis)
- 五、 下圖中呈現出對 10 種 personality disorders 的診斷一致性指標,請依此資料說明心理診斷有何盲點?心理師進行診斷時須注意的事項為何。(15%)



資料來源:由 G. Mellsop 所製, F. Varghese, S. Joshua & A. Hicks, 1982, 美國精神治療期刊, 第 139 期, p. 1361 診斷 Kappa

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Remarks: For the convenience of reprinting please Write questions in black or blue-black (but no red) ink.