A. (a) Please translate the following articles into Chinese. (50 points)

   (b) Please write down your comments on these two articles in English in about 100 words. (20 points)

What is a Psychologist ?   by Clark Hull

A psychologist is a person who is trying to make a new renaissance. This new renaissance would produce a new type of individual – one who gloried in his or her own individuality and in the individuality of others and one who could live fully and with joy in a world that science had made so small that people were now all siblings whose task was to grow and to help others grow to their fullest potential. Just as past renaissances had produced new types of individuals, so would the new one. The task of the psychologist is to make a difference; to increase the joy, zest, and richness of life of his fellow human beings.

We psychologists work in different ways to bring this about: Some in recruitment and training, some in theoretical development, some in practical application of what has been already learned.

The Struggle for a Core Curriculum   by J. W. Critelli & K. W. Keith

Discussions of a core curriculum for all doctoral training in psychology can be heard in contemporary psychology. Advocates of such a common core argue that it ensures breadth of training and gives psychologists a shared identity in a time of rapid specialization. The hope is that a common core would give psychology a chance to survive as an integrated entity rather than fragmenting into subfield specialties. Opponents fear that a required common core would diminish creativity, innovation, and academic freedom. Numerous groups have tried to resolve this dilemma, with several reaching two seemingly enigmatic conclusions. The first is that there already is a de facto common core but that psychologists cannot agree on what its contents are, and the second is that, regardless of this, a core curriculum should not be formally specified or required of all doctoral students. Benjamin is concerned that, by not reaching a consensus on educational standards, psychology's has failed to define itself as a coherent field of study. As a result, he believes that psychology's standing within science, education, and health care has been weakened.

We believe that the consequences of instituting a required common core would differ within the cultures of science and practice. For those looking

to careers in practice, the arguments for establishing a prescriptive core are substantial. By exposing themselves to method, theory, and content courses that they might not otherwise select, practitioners gain the conceptual skills and knowledge base for creating the interventions and assessment instruments of the future. This work should not be left only to academics, whose day-to-day experiences may be removed from the practical realities faced by those in the field. Moreover, with the proliferation of occupations that address problems of human behavior, practitioners in psychology compete with practitioners from other disciplines. The label *psychologist* still conveys intellectual breadth and empirical rigor, and practitioners have a legitimate vested interest in protecting this franchise. Would not the power of this label be degraded by a balkanization of the field into self-titled subspecialties?

Benjamin endorsed the position that training in the core curriculum is what defines a psychologist. If such a core were in place, all psychologist-practitioners could legitimately claim a valued level of expertise that would distinguish them from other practitioners. For example, training in scientific methodology gives practitioners the tools to discriminate effective interventions from faddish pseudotreatments. This is a skill with value for all constituencies that psychologists hope to serve.

As for the other culture within psychology, that of science, the central challenge addressed by a common core is psychology's ongoing fragmentation. The existence of a broad common core in training would help psychologists collaborate and provide them with an exposure to ideas and methods that have proven successful in other parts of the field. When one's tasks are to make new, significant empirical discoveries, to invent better methodologies, and to construct more powerful, integrative theories, it would be difficult to overestimate the importance of starting with a wide-ranging conceptual base. But getting this exposure would not require all students to take the same courses.

If the objective is to enhance the cross-fertilization of ideas across specialties, this requires that most students get broad exposure to the major areas of psychology. Although a number of committees have concluded that there already is a de facto common core, Benjamin implied that it may consist only of statistics and research methods.........

B. Please take "Giving Psychology Away" as the title to write an short article in English in no more than 300 words. (30points)

一、（15分）試以任何一個 t 考驗為例，說明抽樣分配（sampling distribution）的選擇及其在考驗過程中的功能。

二、（15分）在 $SPF_{p.q}$ 設計中，A 為受試者間變項，B 為受試者內變項，其線性模式如下： $Y_{ijk} = \mu + \alpha_j + \pi_{i(j)} + \beta_k + \alpha\beta_{jk} + \beta\pi_{ik(j)} + \varepsilon_{ijk}$。可用離均差的形式來描述各項的意義（例如：$\alpha_j = \mu_{.j.} - \mu_{...}$），請仿此方式描述下列各項的意義。

（A）$\pi_{i(j)}$　　（B）$\alpha\beta_{jk}$　　（C）$\beta\pi_{ik(j)}$

三、（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，可能導致各類威脅。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。

四、（25分）研究者決定使用干擾時間序列設計（interrupted time-series design），亦即對同一組受試，進行重複測量，來建立實驗處理（T）的效果，試討論在此設計上，可以作那些安排，來消除內在效度的威脅？請說明何種安排可消除何種特定的威脅。

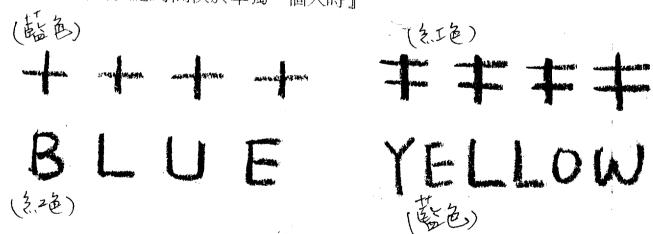五、（25分）「心理學本土化」是一個可以討論的議題。它對你的意涵為何？你覺得要如何進行或推展？或反對它的理由？（評量重點為觀點與理由的論述）

一、試說明 expected utility model 及 prospect theory 等對於選擇決策行為的理論命題觀點，並至少舉出三段論述人們如何在風險狀況下做抉擇的探討，為何可能更有效地描述風險決策行為，而 prospect theory 為 expected utility 相比，為何可能更有效地描述風險決策行為？(40分)

二、試說明 ① representativeness heuristic，② availability heuristic，③ anchoring and adjustment heuristic，④ framing effect 等四種決策思考現象以及其在我們日常生活選擇一段歷程的影響，並加以說明，不過人們在決策判斷時，利用人們之認知現象，其何以可能造成判斷時的偏誤，可能有其利與弊，並說明之。(40分)

三、試說明「認知心理學」書中甲的知覺方式中所探求方法，其與 free 等見解之差異。(20分)

一 請說明下列心理學期刊所登的論文各有什麼顯著的屬於自己的特性
　　　　(1) < Psychological Review > (7%)
　　　　(2) < Journal of Personality and Social Psychology > (7%)
　　　　(3) < Personality and Social Psychology Bulletin > (7%)
　　　　(4) < 本土心理學研究 > (7%)
　　　　(5) < 中華心理學刊 > (7%)
　　　　(6) < 應用心理研究 > (7%)
　　(7) 請解釋 SSCI 與 TSSCI (8%)

二　　請先閱讀下列的研究程序再回答後面的問題

　　『這個研究總共分有四組受試者，他們被要求盡快唸出如下列所呈現之刺激的顏色。有二組的受試者看到的刺激是第一行的符號，其中一組在做反應時，有人在旁邊看，另外一組則無。另外兩組的受試者看到的刺激是第二行的字。跟前面的兩組一樣，也各分一半；有一組是單獨做反應，另一組做反應時有人在旁邊看。結果發現，有刺激型態的主要效果，亦即念符號的反應時間快于念字的反應時間。交互作用的情形是這樣的：若是念符號的顏色，不管旁邊有沒有人看，反應時間沒顯著的差異，但若是念字的顏色，則發現旁邊有人看時的反應時間快於單獨一個人時』

　　(藍色)　　　　　　　　　　　　　　(紅色)

　　＋ ＋ ＋ ＋ ＋　　　　　 ＝ ＝ ＝ ＝ ＝

　　B L U E　　　　　　 Y E L L O W
　　(紅色)　　　　　　　　　　　　　(藍色)

1. 這個研究是在探討什麼問題(或現象)？（要說出其意義）(10%)
2. 這個研究的設計是想探討解釋該現象的兩種理論觀點，請問這兩種理論觀點是什麼？（要說明兩者的爭議點）(10%)
3. 這個研究採取什麼樣的實驗設計，其中包括什麼變項，它們個別對應於什麼樣的操弄？（要說明為什麼這樣的操弄是合理的）(10%)
4. 根據對所探討現象的兩種不同解釋觀點，你預期得到什麼樣的結果？(0%)
5. 這個研究的結果支持哪個解釋？(10%)

一、 試述領導理論發展的歷程。

此歷程與整體心理學理論的發展有何異同之處？（25%）

二、 那些動機理論的概念對員工甄選、訓練、考核之推行有所幫助？（25%）

三、 試評論 competency model 的優、缺點。假設一個組織要根據 competency model 之概念來進行人力資源管理各種功能，傳統的做法需要作那些調整或修正？（25%）

四、 以下是西方心理學家提出的構念與做法，試分別評論把以下構念本土化，以探討華人組織行為或績效的適切性。（25%）

1. 組織公民行為(organizational citizenship behavior)

2. 轉型領導(transformational leadership)

3. 360°回饋(360-degree feedback)

4. 評量中心法(assessment center)

一．根據 Hubble, Duncan, & Miller(1999)發現不同治療學派的因素可以解釋整體治療效果的 15%變異量，而且需是當事人可以接受的；而當事人對改變的期待或希望可解釋整體治療結果的 85%變異量。但另一方面，目前因神經科學的蓬勃發展，愈來愈重視對行為症狀的大腦神經運作機制的探索，請由此論述目前心理諮商與治療的理論與實務的發展趨勢。(25%)

二．簡答題：(75%)

1. 請說明心理測量與心理衡鑑的主要差異（10%）
2. 請說明 Brief-therapy 與傳統治療的主要差異（10%）
3. 請說明 Structural family therapy 的提出者及主要概念內涵（10%）
4. 請說明何謂 Group cohesiveness 及其對團體療效的重要影響(10%)
5. 請解釋 psychophysiological disorders（10%）
6. 請說明 community psychology 在心理健康領域的主要內涵與目的（15%）
7. 請說明諮商心理師與臨床心理師的異同（10%）

1. 發展心理學家認定的主要發展及描述 (describe)、解釋 (explain) 以及最佳的發展 (optimize development) (Baltes, Reese, + Lipsitt, 1980)。請分別評述三者個別說明？ 20分

2. 用形 Scarr + McCartney (1983) 提出的 Genotype (Environment correlations，說明個體在如何和何種層次到達其個人發展，如何如何影響發展？ 20分

3. 請評主 Piaget 與 Vygotsky 兩位認知發展心理學的主要觀點之不同及理論引申出的教學方法如何在影響？再批評其觀點？由其觀點引申中出的教學方法如何在影響？ 20分

4. 目前國內幼兒教育盛行「體驗式學習」。請述幼兒教……
   (一)採「體驗式教學」，最有的5優缺點？20分

5. 請述主直接教學（direct instruction）……
   （student-centered instruction）的現況……
   ……學生選擇……
   ……的情況及原因？20分