

考試科目	社會政策與社會工作	所別	社會工作研究所	考試時間	5 月 11 日(六) 第 1 節
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一、每位碩士班學生都已經學習過各種社會工作的理論，請用一個架構，把所學過的理論進行分類並加以說明。(25 分)

二、請論述如何透過社會工作教育方法傳輸社會工作專業知能給大學部的學生？(25 分)

三、不同流派的女性主義學者對於福利國家 (welfare state) 作為協助婦女的一種機制之潛力，抱持著相異的態度，也有諸多批判，試予以歸納整理並說明其批判的內容重點？又試以其觀點分析『貧窮女性化』 (feminization of poverty) 現象產生的原因，並研提對策。(25 分)

四、Hudson (2010) 認為解釋美國 Aging policy 發展的理論可歸納為：two economics, three society-centered, and two state-centered approaches. 首先，將其論述中的 the society-centered approaches 譯成中文(見次頁)。又，試以台灣訂頒的一項立法 (老人福利法、身心障礙者權益保障法、兒童及少年福利與權益保障法、家庭暴力防治法) 為例，分析影響立法的因素為何？(25 分)

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The society-centered approaches bring into play the values, behaviors, and actions of individuals and groups that inform and structure the demands made of government that are tied to individual and social well-being. The first of these, based on cultural norms, is usually discussed under the rubric of national values. This lens has often been focused on U.S. social policy developments because of the country's *exceptionalist* political culture. However, as this culture allegedly impedes broad-based welfare state developments as seen in Europe, the aged emerge as a unique beneficiary group, being indulged where others are denied. A second society-centered approach finds mobilization of the working class to be central to welfare state developments: workers come to influence or even organize political parties, using their strength in numbers to press for benefits they are unable to gain from owners in the money-dominated economic realm. The aged are found to gain (or lose) relative advantage depending on the success of these forays into politics by labor.

The third society-centered approach looks to the participation of individual and organized interests manifested as groups or as constituencies, rather than as classes. Groups organize around various identities individuals may have, and in modern society these may be more particularistic than class goals. In a nation such as the United States, where working-class cohesion was never firmly established, multiple demands emerge, organized along these lines of identity. By the 1980s, the aged in the United States could be easily seen as one such interest.

出處：Robert B. Hudson, 2010, "Theoretical Approaches to the Development of Aging Policy in the United States", pp. 108-109, in Robert B. Hudson (eds.) *The New Politics of Old Age Policy* (2nd).

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一、研究對象的抽樣方法可分為機率抽樣和非機率抽樣兩種，請說明其各自的內涵和優劣。若針對65歲以上的老人探究社會支持和憂鬱之相關性，你會採用何種抽樣方法？並請說明抽樣過程。(25分)

二、下面的文章是乃在探究婚姻暴力的預測因子，閱讀後請說明其研究設計和抽樣方法的內涵，並進而加以評論其優劣。(25分)

Research design

Using a large and representative sample of Chinese households in Hong Kong, the present study aimed at developing and validating a brief and easy-to-administer IPV risk assessment tool for the Chinese population: The Chinese Risk Assessment Tool for Victims (CRAT-V). In order to design a tailor-made risk assessment tool specifically for Chinese female victims of IPV in Hong Kong, the present study incorporated several important characteristics of Chinese culture (e.g., "face" and the influence of in-law relationships) into the development of the CRAT-V. Despite the inclusion of culture-specific factors, the CRAT-V differs from other existing risk assessment tools by using risk factors to actually predict the likelihood of future IPV risk. At present, almost all IPV risk assessment tools evaluate one's risk of future IPV recidivism by assessing the presence of IPV in the past (Campbell et al. 2009; Hilton et al. 2004; Kropp et al. 1995; Kropp et al. 1999). In contrast, the CRAT-V was designed to assess factors other than just one's history of IPV experience. This makes the CRAT-V a more sensitive instrument that may be effective in avoiding underreporting caused by social desirability. Methods

Sample

Data were obtained from a representative household population study conducted in 2004 in Hong Kong. A total of 4,347 eligible households were randomly sampled from the Register of Quarters maintained by the Census and Statistics Department of the Government of Hong Kong, which was the most up-to-date and complete sampling frame available. All family members of the selected households who met the inclusion criteria were invited to participate. The study criteria were: (a) 16 years of age or older, (b) Chinese ethnicity, (c) married or cohabitating, (d) ability to speak Cantonese, Mandarin or English, and (e) written informed consent. All eligible family members who had agreed to participate were interviewed face-to-face by trained interviewers. The study procedures were approved by the Ethics Committee of the University of Hong Kong. Of all eligible participants, a total of 5,049 Chinese adults were successfully interviewed, with a response rate of 70 %. The present study employed a sub-sample of data from the household population study. Only female respondents were included in the analysis procedures, giving a sample of 2,708 complete self-reporting records of married women.

資料來源：Chan, K. L. (2012). Predicting the Risk of Intimate Partner Violence:

The Chinese Risk Assessment Tool for Victims. *Journal of Family Violence*, 27:157-164

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三、王齡竟、陳毓文（2010）探討衝突與支持對青少年憂鬱情緒之影響。以下表一為各變項之間的相關矩陣、表二為階層迴歸結果。請依據表格資料回答以下問題：（25分）

- (1) 依據表一資料，請解釋各變項之間的相關關係。
- (2) 依據表二資料，請針對模式一與模式二進行分析，並分述其統計結果。

表一 青少年憂鬱情緒與各個自變項之相關矩陣表

	憂鬱情緒	父母衝突	親子衝突	同儕支持	家外成年人支持	專業支持
憂鬱情緒	--					
雙親衝突	.30***	--				
親子衝突	.40***	.36***	--			
同儕支持	-.20***	-.17***	-.07**	--		
家外成年人支持	-.22***	-.22***	-.16***	.60***	--	
專業支持	-.18***	-.14***	-.10**	.54***	.56***	--

* $p < .05$, ** $p < .01$, *** $p < .001$

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表二 階層迴歸結果

自變項	模式一		模式二	
	β	SE	β	SE
性別(男=1, 女=0)	-.18***	.53	-.19***	.53
年齡	.11***	.16	.11***	.16
危險因子				
雙親衝突	.13***	.04	.12***	.04
親子衝突	.33***	.01	.33***	.01
保護因子				
同儕支持	-.16***	.03	-.16***	.03
家外成年人支持	-.05	.03	-.04	.03
專業支持	-.04	.04	-.04	.03
交互作用				
雙親衝突×同儕支持			.07*	.00
雙親衝突×家外成年人支持			-.00	.00
雙親衝突×專業支持			-.10**	.00
親子衝突×同儕支持			-.01	.00
親子衝突×家外成年人支持			-.08*	.00
親子衝突×專業支持			.07*	.00
模式顯著性	$F_{(7, 1234)} = 59.46***$		$F_{(13, 1228)} = 33.43***$	
模式解釋力	$R^2 = .252$		$R^2 = .261$	
	$\Delta R^2 = .223***$		$\Delta R^2 = .009*$	

註1: β 為標準化之迴歸係數值。

* $p < .05$, ** $p < .01$, *** $p < .001$

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四、Chao (2009) conducted a study comprised of 1,085 immigrant youth of Chinese, Korean, and Filipino descent, and also European American youth from high schools in the greater Los Angeles area. The study examined types of parental control and adolescents' affective interpretations of parents' control. Parent-control variables included strictness, provide structure, and psychological control. The author then measured adolescents' affective interpretations of anger toward each type of parental control. Table 3 provides descriptive information of all variables and results of Tukey post hoc tests following univariate analyses of variance (ANOVAs) between each ethnic group. Using information provided in Table 3, please provide your interpretations of the results with respect to (1) types of parental control and (2) adolescents' affective interpretations toward types of parental control. (25分)

Table 3 Means (and standard deviations) for all variables

Variable	<i>n, M (and SD) for participants</i>					Differences across groups
	Whole sample	Chinese	Korean	Filipino	European American	
Strictness	<i>n</i> = 1,082, 3.05 (0.73)	<i>n</i> = 196, 3.23 (0.77)	<i>n</i> = 172, 3.04 (0.74)	<i>n</i> = 113, 3.10 (0.69)	<i>n</i> = 601, 2.99 (0.72)	E < C
Provides structure	<i>n</i> = 1,077, 3.65 (0.81)	<i>n</i> = 196, 3.69 (0.80)	<i>n</i> = 170, 3.56 (0.78)	<i>n</i> = 112, 3.56 (0.82)	<i>n</i> = 599, 3.67 (0.82)	
Psychological control	<i>n</i> = 1,082, 2.30 (0.75)	<i>n</i> = 196, 2.48 (0.69)	<i>n</i> = 172, 2.38 (0.72)	<i>n</i> = 113, 2.51 (0.64)	<i>n</i> = 601, 2.17 (0.78)	E < C, K, F
Strictness-feeling angry	<i>n</i> = 996, 2.36 (0.69)	<i>n</i> = 183, 2.21 (0.67)	<i>n</i> = 151, 2.33 (0.67)	<i>n</i> = 109, 2.40 (0.74)	<i>n</i> = 553, 2.42 (0.70)	C < E
Provides structure-feeling angry	<i>n</i> = 973, 3.39 (0.62)	<i>n</i> = 172, 3.66 (0.58)	<i>n</i> = 146, 3.59 (0.60)	<i>n</i> = 109, 3.60 (0.61)	<i>n</i> = 546, 3.57 (0.65)	
Psychological control-feeling angry	<i>n</i> = 991, 2.80 (0.70)	<i>n</i> = 180, 2.61 (0.67)	<i>n</i> = 151, 2.64 (0.68)	<i>n</i> = 109, 2.54 (0.68)	<i>n</i> = 551, 2.96 (0.69)	C, K, F < E

Note. The findings for the across-group differences were based on an alpha level of .05. C = Chinese; K = Korean; F = Filipino; and E = European American.

備註	試題隨卷繳交
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