

考試科目	社會政策 社會工作	所別	社會工作研究所	考試時間	5月10日(六)第一節
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1. 請問國家在規劃照顧政策時，有哪些可使用的政策工具？這些政策工具可能帶來什麼樣的效果？有何利弊之處？請舉一個台灣的照顧政策為例加以分析及說明。（25分）

2. Social welfare spending is now under pressure in many welfare regimes and there have been wide debates on the causes of the pressure. Some people argue that the constraints of welfare expenditures result from the limitations of economic growth and governments' financial capacity. Others claim that political structure and ideology are the main restrictions of welfare expenditures. Is it economics or politics which constrains the level of social welfare spending? Please discuss with reasons. (25分)

3. 文化勝任能力 (Cultural Competence) 是社會工作人員應具備的能力之一，首先，將美國社會工作人員協會 (National Association of Social Workers) 對於文化勝任能力的說明譯成中文 (見次頁)。又試討論增進社會工作人員文化勝任能力的作法。(25分)

4. 在社會工作實務領域，個案管理的運用愈為普遍，試回答下列問題：

(1) 說明個案管理的目的或功能

(2) 從下列領域中擇一項領域，如早期療育服務、身心障礙者個案管理、家庭暴力保護服務、老人長期照顧 (稱為『照顧管理』) 等領域，分析個案管理者的角色？又其面臨的挑戰為何？(25分)

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Cultural Competence

Cultural competence refers to the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each.

“Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system or agency or among professionals and enable the system, agency, or professionals to work effectively in cross-cultural situations” (NASW, 2000b, p. 61).

Operationally defined, *cultural competence* is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes (Davis & Donald, 1997). Competence in cross-cultural functioning means learning new patterns of behavior and effectively applying them in appropriate settings.

Gallegos (1982) provided one of the first conceptualizations of ethnic competence as “a set of procedures and activities to be used in acquiring culturally relevant insights into the problems of minority clients and the means of applying such insights to the development of intervention strategies that are culturally appropriate for these clients.” (p. 4). This kind of sophisticated cultural competence does not come naturally to any social worker and requires a high level of professionalism and knowledge.

There are five essential elements that contribute to a system’s ability to become more culturally competent. The system should (1) value diversity, (2) have the capacity for cultural self-assessment, (3) be conscious of the dynamics inherent when cultures interact, (4) institutionalize cultural knowledge, and (5) develop programs and services that reflect an understanding of diversity between and within cultures. These five elements must be manifested in every level of the service delivery system. They should be reflected in attitudes, structures, policies, and services.

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註 試題隨卷繳交

考試科目	社會研究方法 (含統計)	所別	社會工作研究所	考試時間	5 月 10 日(六) 第二節
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1. 請說明量化研究之資料蒐集(data collection)的方式有那些？在決定資料蒐集方式時之需要考量那些因素？(25 分)
2. 下列陳述是有關孤寂感的測量，請說明其測量方法和評論其信度和效度是否符合標準。(25 分)

Loneliness. The UCLA Loneliness Scale (version 3; Russell, 1996) consists of 20 statements used by individuals to describe feelings of loneliness or social isolation. Among these 20 items, 10 were negatively stated (lonely) and 10 were positively stated (nonlonely) items. Participants were asked to respond to each item with responses of never, rarely, sometimes, and always. Higher scores on the Loneliness scale indicate higher loneliness. The scale has strong psychometric properties with internal consistency coefficients ranging from .89 to .94 and acceptable test-retest reliability coefficients over a 1-year period ($r = .73$). Convergent validity for the scale was indicated by significant correlations with other measures of loneliness (Russell, Peplau, & Cutrona, 1980). Construct validity was supported by significant relationships with measures assessing the adequacy of the individual's interpersonal relationship and by inverse correlations between loneliness and measures of health and well-being (R. A. Johnson, Rose, & Russell, 1992; Russell, 1996; Russell, Cutrona, de la Mora, & Wallace, 1997).
3. Longitudinal studies have become highly valued by researchers and policy makers for their ability to provide insights that cannot be achieved by any other means. They have considerable analytical advantages over cross-sectional designs. These advantages have been increasingly recognized and appreciated in recent years. Nevertheless, there are some aspects of data collection and methodology that are unique to longitudinal studies and potentially detrimental or problematic. What are the advantages and disadvantages of conducting longitudinal studies? (25 分)
4. 內政部兒童局在 2010 年進行「九十九年臺閩地區兒童及少年生活狀況調查」，針對少年部份取得有效樣本數 1928。以下數據是樣本的性別和居住地區分配以及對應之母體分配。現在，我們想要援用該筆調查資料探討兒少相關福利課題，可是，首先必須判斷「這是否一個好樣本」，所以，依據下列資料說明如何判斷。(25 分)

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樣本性別分配與母體性別結構之差異

性別	樣本分配		母體分配	
	樣本數	百分比	樣本數	百分比
總 計	1,928	100.0	1,928	100.0
男	961	49.8	1,002	52.0
女	967	50.2	926	48.0

樣本地區分配與母體地區結構之差異

	樣本分配		母體分配	
	樣本數	百分比	應有樣本數	百分比
總 計	1,928	100.0	1,928	100.0
北部地區	638	33.1	656	34.0
中部地區	425	22.0	396	20.6
南部地區	484	25.1	501	26.0
東部地區	54	2.8	47	2.5
臺北市	177	9.2	197	10.2
高雄市	128	6.6	123	6.4
金馬地區	22	1.1	7	0.4

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