

考試科目	社會政策與社會工作	系所別	社工系	考試時間	5月6日(六)第一節
<p>1. 何謂「福利國家」?(10分) 就我國現行的社會政策及體制，請論述我國是否為福利國家?(15分)</p> <p>2. 請以性別觀點分析我國的老年經濟安全保障制度有哪些問題?(10分) 並提出改善的對策及理由。(15分)</p> <p>3. Please describe the characteristics of a competent social worker? And explain how to become one through professional education? (25分)</p> <p>4. 「Social work is a contextually diverse activity. Our professional purpose and our approaches to practice differ across historical, geographical and institutional contexts of practice. Furthermore, social work is a negotiated activity. Many factors contribute to the negotiation of our professional purpose, including the discourses shaping our institutional context, our formal professional base, service users' expectations, as well as our individual frameworks for practice. Sometimes, these different factors "line up" and social workers experience consistency between their context, their formal professional base and individual framework for practice. Often, however, they do not and social workers must negotiate the conflicts between their formal professional base and various expectations arising from the institutional context and service user and community perceptions of needs and entitlements. ----In some circumstances, social workers face challenges in achieving legitimacy of purpose in ways that meet the users, employers and society at large.」 請翻譯以上文字成中文，並「舉例」具體說明社會工作的目的是如何建構的?(25分)</p>					
備註	<p>一、作答於試題上者，不予計分。</p> <p>二、試題請隨卷繳交。</p>				

考試科目	系所別	考試時間
社會研究方法 (含統計)	社工所	5月6日(六)第一節
<p>一、請問民族誌作為一種質性研究方法，其目的與特色是什麼？（10分）當社工成為民族誌研究者，社工與研究者的角色有哪些一致與衝突？社工該注意什麼？（15分）</p> <p>二、請問過去三十年社會科學界所進行的質性與量性方法的論戰，核心議題是什麼？正反雙方的立場為何？目前質性研究在學術上的正當性為何？（25分）</p> <p>三、因應高齡社會來臨，為促進社區長者的生活滿意度，研究者將進行六週的「老人懷舊團體」，並希望透過研究能瞭解「老人懷舊團體」的成效為何？</p> <p>1. 為檢測「老人懷舊團體」的成效，研究者採用「前後測控制準實驗設計（pre-posttest controlled quasi-experimental design）」：</p> <p>(1) 何謂「前後測控制準實驗設計」，請說明？（5%）</p> <p>(2) 「前後測控制準實驗設計」研究設計的優缺點為何？（5%）</p> <p>2. 如果你是研究者，請使用「老人懷舊團體」這個案例：</p> <p>(1) 詳細說明你的「前後測控制準實驗設計」的研究設計內容？（10%）</p> <p>(2) 你的樣本篩選標準為何，請說明原因？（5%）</p> <p>(3) 依據你的研究設計，自變項為何？自變項屬於何種測量尺度？（5%）</p> <p>(4) 為了能確實瞭解「老人懷舊團體」對社區長者生活滿意度的成效，你會考慮包含哪些混淆因子（confounding factors）到研究設計中，以控制混淆因子對生活滿意度的影響，請說明原因？（5%）</p> <p>四、Smetana (1989) examined adolescents' and parents' reasoning about actual family conflicts. The sample consisted of 102 adolescents divided into four age groups: preadolescents (5th graders), early adolescents (7th graders), mid-adolescents (9th graders), and late adolescents (11th graders). The adolescents and their parents were individually interviewed about self-generated issues of conflict. A content analysis was performed on family members' descriptions of the issues causing conflict. Ten categories were derived: Chores, appearance, personality/behavioral style, homework/achievement, interpersonal relations, regulation of interpersonal activities, bedtime/curfew, health and hygiene, regulation of activities, and finance (see Table 1 for definition). Table 4 presents the mean proportions of responses within each type of conflict category. According to Table 4, please use the descriptive information to describe your hypothesized association between grade levels, family members, and issues of conflict. (15%)</p>		
備註	<p>一、作答於試題上者，不予計分。</p> <p>二、試題請隨卷繳交。</p>	

考試科目	社會研究方法 (含統計)	系所別	社工研	考試時間	5 月 6 日(六)第二節
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TABLE 1

CONTENT CATEGORIES

Category	Description
Chores	Maintaining family duties and responsibilities, such as doing the dishes, cleaning, walking the dog, setting the table, or shoveling snow
Appearance	Concerns regarding acceptable standards of dress and appearance including hair, makeup use, or condition or style of clothing
Personality/behavioral style	Concerns regarding consistent, irritating personality traits or behavioral styles, such as being very excitable, hyperactive, stubborn, playful, or overtalkative
Homework and academic achievement	Concerns regarding doing homework or doing homework when expected, not obtaining acceptable grades, or not maintaining an acceptable academic average
Interpersonal relations ..	Concerns regarding getting along with others, such as fighting with siblings or friends, hitting, quarreling, arguing, teasing, or hurting
Regulation of interpersonal activities	Regulation of one's choice of friends; decisions regarding when to see friends; participation in social activities, such as parties or clubs; or other interaction with people
Bedtime and curfew	Concerns regarding appropriate times to be home after school or in the evening or when to go to bed
Health and hygiene	Concerns regarding diet, health, hygiene, or substance abuse
Regulation of activities ..	Concerns regarding choice or timing of activities, such as amount of time spent on the phone or watching TV, not practicing the piano, engaging in after-school sports, or going shopping
Finances	Concerns regarding spending habits, earning money, budgeting, being responsible with money, and acquisitive behavior
Other

TABLE 4

ISSUES OF CONFLICT (%)

Grade:	CHILDREN				MOTHERS				FATHERS			
	5	7	9	11	5	7	9	11	5	7	9	11
Chores	14	15	25	20	10	17	23	19	10	26	25	25
Appearance	9	11	9	7	14	6	8	7	2	6	8	5
Behavioral style	3	4	2	12	20	14	9	12	20	11	17	23
Homework/achievement	7	17	8	7	6	11	3	11	8	14	7	8
Interpersonal relations	22	14	12	12	18	14	19	18	27	23	16	14
Bedtime/curfew	14	18	10	12	9	6	11	4	11	6	5	11
Regulating activities	16	16	14	8	11	19	14	16	13	7	9	3
Health and hygiene	3	2	1	3	6	6	2	3	1	1	3	1
Finances/money	3	5	13	5	3	1	8	4	0	5	6	10
Interpersonal regulation	11	8	15	16	4	7	8	8	8	6	6	7
Other	2	6	4	5	2	1	3	3	0	0	5	2

NOTE.—Proportions may not equal 100 because of rounding.

Source: Smetana, J. (1989). Adolescents' and parents' reasoning about actual family conflict. *Child Development*, 60, 1052-1067.

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- 一、作答於試題上者，不予計分。
- 二、試題請隨卷繳交。