

國立臺中教育大學九十八學年度研究所碩士班招生考試

社會科學研究法（含測驗與統計）試題

適用學系：諮商與應用心理學系

一、名詞解釋（25%）

1. true score model
2. norm-referenced tests vs. criterion-referenced tests
3. cluster sampling vs. stratified sampling
4. sequential design
5. quasi-experimental design

二、簡答題（25%）

1. 信度(reliability)是衡量測量品質的重要指標之一，何謂信度？信度的估計法有哪些？（15%）
2. 假設某次測驗國文平均數 60，標準差 5；英文平均數 40，標準差 10。小穎的成績國文 62，英文 52，請問他在那一個科目表現比較好，為什麼？（10%）

三、問答題（50%）

1. 有一研究者想了解諮商中心個案的來談問題、晤談前的憂鬱情緒、晤談次數與晤談後憂鬱情緒之間的關係，請提出一個可能的研究計畫（包括研究設計、至少三個研究假設、針對每一假設採用之統計方法與此研究法之限制）。（25%）
2. 閱讀下列的摘要短文，並以英文回答下列問題（25%）

Since the 1970s, research designed to answer the question, "Do psychotherapists treat their male and female clients differently?" has yielded conflicting results. Anecdotal and case study evidence seems to indicate that therapists both perceive and treat their male and female clients differently. Controlled studies, however, have often suggested varying answers to this question. The present study strove to clarify these findings by examining the relationship between therapists' conceptualizations of their own gender role development and their perceptions of female and male clients. One hundred thirty-three psychology interns rated eight case summaries. Participants' level of gender role development was measured using The Gender Role Journey Measure (O'Neil, Egan,

Owen, & Murry, 1993). Individuals' scores on this instrument were used to compare their ratings of the cause and severity of the male versus female versions of the clinical vignettes. All participants scored at the highest developmental level measured by the GRJM, precluding its use as a dependent variable, but suggesting that therapists at this level of training have a rather sophisticated conceptualization of issues of sexism, discrimination, and the similarities and differences between men and women clients. Few significant differences between ratings of male and female clients were detected. When rating the case of a client complaining of workplace sexual harassment, participants perceived a greater percentage of the female client's experience as caused by societal influences and a greater percentage of the male client's problem as caused by situational factors. Women participants gave higher severity ratings to the client's problem (regardless of the sex of the client) than did men. Men participants perceived the male client as more personally responsible for the harassment than the female client. In addition, a client struggling with career indecision was seen as more seriously affected by this dilemma when presented as a male than as a female. The few significant findings were not surprising, given the homogeneity of this sample on the postulated critical variable, gender role development. However, even a rather enlightened sample appears to still perceive female and male clients differently around the issues of sexual harassment and career planning. Implications for theories of perceptions and attributions of gender, training, and psychotherapy are discussed.

(Resource: Kampmeyer, K. L. (1999). Therapists' gender development and their perceptions of clients' problems. Dissertation Abstracts International: Section B: The Sciences and Engineering, 60 (2-B), 0832.)

Questions:

1. Who were the subjects in this study?
2. What was the instrument in this study?
3. What was the purpose of this study?
4. What were the findings of this study?
5. According to this abstract, how different of the participants' ratings on workplace sexual harassment?

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心理學試題

適用學系：諮商與應用心理學系

一、名詞解釋 (10%)

1. Adaptive strategy choice model
2. Scaffolding

二、問答題 (70%)

1. 試從各方面詳細說明「妄想症」與「妄想性人格異常」。(25%)
2. 探討人格的取向有哪些？這些取向各探討了人格的哪些層面？(25%)
3. 請說明 Piaget 和 Vygotsky 對於語言在認知發展上的角色之看法為何？兩者有何不同？(20%)

三、以中文翻譯下列二題摘要短文 (20%)

1.

A survey of student counseling needs, the Survey of Student Needs, was completed by 803 male vs female students at a medium-sized suburban institution. Results show that approximately half of the sample indicated a moderate, high, or very high need for assistance with managing time effectively, career uncertainty, poor study habits, and test anxiety. Over 35% of Ss expressed a need for assistance with the fear of failure, feelings of depression, feeling anxious and panicked, being assertive, controlling weight, communicating within a romantic relationship, and public speaking anxiety. Males reported statistically significant higher needs for assistance with experiencing bizarre thoughts, feeling pressured by peers to drink, controlling drinking, and clarifying sexual orientation than did females. Females were significantly higher than males in reporting test anxiety, fear of failure, concerns about controlling weight, feeling anxious and panicked, feeling depressed, concerns about being assertive, feeling emotionally unstable, feelings of inadequacy, and recurrent headaches. (10%)

(Resource: Bishop, J. B., Bauer, K. W., & Becker, E. T. (1998). A survey of counseling needs of male and female college students. *Journal of College Student Development*, 39(2), 205-210.)

2.

Despite impressive advances in recent years with respect to theory and research, personality psychology has yet to articulate clearly a comprehensive framework for understanding the whole person. In an effort to achieve that aim, the current article draws on the most promising empirical and theoretical trends in personality psychology today to articulate 5 big principles for an integrative science of the whole person. Personality is conceived as (a) an individual's unique variation on the general evolutionary design for human nature, expressed as a developing pattern of (b) dispositional traits, (c) characteristic adaptations, and (d) self-defining life narratives, complexly and differentially situated (e) in culture and social context. The 5 principles suggest a framework for integrating the Big Five model of personality traits with those self-defining features of psychological individuality constructed in response to situated social tasks and the human need to make meaning in culture. (10%)

(Quoted from McAdams, D. P., & Pals, J. L. (2006). A new big five: Fundamental principles for an integrative science of personality, *American Psychologist*, 61, 204–217.)

國立臺中教育大學九十八學年度研究所碩士班招生考試

輔導原理（含諮商理論與技術）試題

適用學系：諮商與應用心理學系

一、選擇題（20%）

1. 根據 Hill 與 O' Brien, 助人三階段模式之重要要素不包括下列哪一項？
 - (A) 同理的合作
 - (B) 內在的洞察
 - (C) 基模的改變
 - (D) 隱含的過程
2. Rogers 認為防衛讓自我付出三大代價，下列何者為非？
 - (A) 需要防衛以對抗現實的知覺
 - (B) 使個體無法建立真實的人際關係
 - (C) 產生真實我與理想我之間的不一致
 - (D) 主觀的真實與外在真實不一致，導致威脅與焦慮情緒的崩潰
3. Perls 認為精神官能症共有五層次，其順序為何？
 - (A) 僵局、虛假、恐懼、內爆、外爆
 - (B) 僵局、恐懼、虛假、外爆、內爆
 - (C) 虛假、恐懼、僵局、內爆、外爆
 - (D) 虛假、僵局、恐懼、內爆、外爆
4. Adler 提出四種優勢人格，下列何者為非？
 - (A) 優越型
 - (B) 控制型
 - (C) 安逸型
 - (D) 努力型
5. 女性主義治療者發展出許多意識覺醒技術，下列何者為非？
 - (A) 閱讀治療
 - (B) 自我揭露
 - (C) 靜思冥想
 - (D) 架新框與再標籤
6. 下列諮商技術和創始者之間的配對何者正確？
 - (A) eye movement desensitization and reprocessing — Francine Shapiro
 - (B) family constellation — Virginia Satir
 - (C) shame-attacking exercises—Aaron Beck

- (D) self-instructional therapy—Albert Ellis
7. 對於不同取向的家族治療目標，下列敘述何者為非？
- (A) Bowen—增加家庭成員的自我分化。
 - (B) Satir—促進家庭成員的溝通和互動。
 - (C) Minuchin—修改家庭僵化的結構。
 - (D) Haley—增加家庭成員的自由和歸屬感。
8. Perls 以剝洋蔥比喻人格，下面對其由內至外的人格探索歷程之敘述何者正確？
- (A) phobic→phony→implosive→impasse→explosive
 - (B) phony→phobic→→implosive→impasse→explosive
 - (C) impasse→phobic→phony→implosive→explosive
 - (D) phony→phobic→impasse→implosive→explosive
9. 下列對於各學派諮商目標的敘述何者為非？
- (A) 心理分析治療—增加自我的功能。
 - (B) 完形治療—修通僵住的能量。
 - (C) 阿德勒治療—瞭解生命的意義。
 - (D) 行為治療—消除不適應的行為症狀。
10. 下面對各種取向諮商關係的敘述何者為非？
- (A) 女性主義治療—權力平等原則。
 - (B) 心理分析治療—移情的歷程。
 - (C) 阿德勒治療—合作的夥伴關係。
 - (D) 理情行為治療—溫暖是必要的條件。

二、名詞解釋 (10%)

1. assertiveness training
2. EMDR

三、問答題 (70%)

(一) 怡君幼年受家暴與父母離異事件影響，養成自卑憂鬱性格，遇到挫折經常以自責與逃避方式因應，請比較諮商師運用 Ellis 的理情行治療法(Rational Emotive Behavior Therapy)與 Beck 的認知治療法(Cognitive Behavior Therapy) 在認知重建(cognitive restructuring)、諮商方式及可能改變的機轉有何異同。(25%)

(二) 針對個案之陳述，回答下列問題。(25%)

個案：「男朋友對我很好，縱使我未來不是跟他結婚，我也不會後悔對他付出、犧牲，以及與他同居的決定。」

1. 請以解釋技術，寫出助人者的三個反應。

2. 請對解釋技術加以定義。
3. 有些助人工作者使用解釋時，可能會出現什麼困難？

(三) 某國民小學日前發生一件學生跳樓自殺的校安事件，一名小五男性學生因不堪被同學嘲笑「怪胎」、「娘娘腔」，憤而從三樓跳下，當場氣絕身亡。事發時正值下課時間，許多學生當場目擊。之後學童開始陸續出現驚嚇、不敢入睡、惡夢、恐懼的反應，也不敢自己一個人到校園角落玩。如果你是該校的學校諮商師，請依心理衛生三級預防的觀點，設計一份適用於全校師生的心理輔導工作計畫。(20%)