

# 國立臺北教育大學 100 學年度碩士班招生入學考試

## 心理與諮商學系碩士班 心理學 科試題

### 一、選擇題(每題 3 分，共 60 分)

1. Higher-level cognitive process, such as memories, values, beliefs, and attitudes assign meaning during the \_\_\_\_\_ stage of the process of perception.
  - a. sensation
  - b. perceptual organization
  - c. synthesis
  - d. identification and recognition
2. A researcher is collecting data in an auditory signal detection task. She notices that one participant is making many more correct rejections than false alarms and many more misses than hits. This outcome most likely would occur if the
  - a. participant is a yes sayer.
  - b. cost of false alarm is low.
  - c. participant's hearing is very good.
  - d. participant is a no sayer.
3. From her seat in the top row of the stadium, the football fan had a great view of the halftime entertainment. As she watched, two large groups of band members were marching toward, then through one another, in opposites directions. The ability to keep track of each separate group is made possible by the Gestalt law of
  - a. proximity.
  - b. similarity.
  - c. closure.
  - d. common fate.
4. The fact that people automatically use context to help decide between different meanings of ambiguous words in sentence supports the idea that
  - a. Freud's concept of repression is valid.
  - b. language processes are not capable of being consciously influenced.
  - c. processes that operate below the level of consciousness can affect behavior.
  - d. rational beings have access to all of the activities of their own minds.

5. Memory theorists have suggested that primacy and recency effects are best explained in terms of
  - a. motivation.
  - b. distinctiveness.
  - c. attention.
  - d. proportionality.
  
6. Speaking of human judgment and decision making, theorist Herbert Simon has suggested that the “bounded rationality” of human thought processes results from
  - a. the tendency of humans to be too constrained by past experiences.
  - b. utilizing deductive reasoning rather than inductive problem-solving techniques.
  - c. applying limited resources to situation that require a quick response.
  - d. the overwhelming evolutionary significance of language development.
  
7. The availability heuristic tells us that if we wanted to impress people with the seriousness of the problem of homelessness in the world, we should
  - a. use metaphors to illustrate the number of homeless people.
  - b. dramatize the plight of a single family.
  - c. show pictures of shelters where the homeless go for help.
  - d. ask people to imagine themselves in the situation of homeless person.
  
8. A bias based on the anchoring heuristic resulted when
  - a. the recollection of past events in one’s life causes depression.
  - b. one does not see other potential uses for an object.
  - c. judgments are unduly influenced by initial estimates.
  - d. judgments are based on typical members of a category.
  
9. One Saturday night, you and a friend go to the video store to rent a DVD. You browse the DVD until you find one that strikes you as interesting. Your friend browses all the DVDs until she has convinced herself that she has found exactly the best one. In terms of decision making, you are a \_\_\_\_\_, and she is a(n)\_\_\_\_\_.
  - a. satisfier; maximize
  - b. decision-maker; procrastinator
  - c. maximize; satisfier
  - d. decisive person; indecisive person
  
10. Which of the following lists of traits could create a description of a person generated by the five- factor model of personality?
  - a. Reserved, energetic, assertive, quiet, shy
  - b. Talkative, sympathetic, organized, stable, creative
  - c. Anxious, unstable, temperamental, contented, calm
  - d. Cold, quarrelsome, cruel, sympathetic, affectionate

11. A researcher considers what condition would have made aggression an adaptive behavior for early human. Identify psychological mechanism capable of selectively generating aggressive behavior under those conditions. She was showing the value of the \_\_\_\_\_ perspective.
- sociocultural
  - evolutionary
  - cognitive
  - humanistic
12. The monkeys that became attached to a "cloth mother" in Harlow's research showed deficits in adulthood in their ability to
- become attached to strangers easily.
  - form normal social and sexual relationships.
  - defend themselves.
  - retain information about the environment.
13. MRI scans reveal that the regions of the frontal lobe that play an important role in regulating social behavior and emotional functioning are relatively
- equal in both men and women.
  - bigger in women than in men.
  - smaller in women than in men.
  - bigger in children than in adults.
14. About motivation, which statement is true?
- Fritz Heider postulated that all behavioral outcomes can be attributed to dispositional forces, such as lack of effort or insufficient intelligence.
  - According to Maslow's theory of motivation, a person will not be motivated to love and be loved until they have satisfied self-actualization needs.
  - Research on the causes of eating disorders has confirmed the importance of genetic factors.
  - When something bad happens, an individual with a pessimistic attributional style will attribute it to a cause that is unstable and specific.
15. A student believes that her inability to make the basketball team is due to a coach who is biased. According to Fritz Heider, she will most probably
- try even harder next time she tries out for the team.
  - give up trying to make the basketball team.
  - make an attribution to dispositional forces next time.
  - not be affected by this experience.

16. Which statement is *false*?
- Despite its importance in the area of child development, the concept of adult attachment style has shown itself to be especially valuable as a predictor of adult relationships.
  - When you evaluate the group you belong to as better than others, you are demonstrating what is called an in-group bias.
  - When people say "no" to a large request, they will often say "yes" to a smaller request.
  - Stanley Milgram's classic research on obedience demonstrated quite conclusively that blind obedience is more a product of dispositional personality characteristics than it is of the situational forces with which one is faced.
17. When a prediction is made about some future behavior or event, it may modify behavioral interactions so as to produce what is expected. This is known as a \_\_\_\_\_.
- self-fulfilling prophecy
  - self-serving prophecy
  - self-serving bias
  - stereotype
18. "I've got to get out of here right now, or I may not make it!" This statement is most likely to be said by someone experiencing a(n)
- episode of depression.
  - fear reaction.
  - dysfunctional dysthymia.
  - hypomanic episode.
19. Possible reasons for the higher rates of depression found in women include all of the following:
- culturally induced dependence and passivity
  - sense of uncontrollability and helplessness
  - self-blame for being depressed
  - all of these
20. Which of the following statistical data are accurate regarding schizophrenia?
- The lifetime prevalence rate is 3%.
  - The more severe a parent's schizophrenic disorder, the less likely the children were to develop it.
  - Men with schizophrenia have a better prognosis than women with schizophrenia.
  - More women than men develop schizophrenia later in life.

## 二、申論題(每題 20 分，共 40 分)

### 1. 下文是“*In the Eye of the Beholder: Eye-tracking Assessment of Social Information Processing in Aggressive Behavior*”一文的摘要

**Abstract** According to social information processing theories, aggressive children are hypersensitive to cues of hostility and threat in other people's behavior. However, even though there is ample evidence that aggressive children over-interpret others' behaviors as hostile, it is unclear whether this hostile attribution tendency does actually result from overattending to hostile and threatening cues. Since encoding is posited to consist of rapid automatic processes, it is hard to assess with the self-report measures that have been used so far. Therefore, we used a novel approach to investigate visual encoding of social information. The eye movements of thirty 10–13 year old children with lower levels and thirty children with higher levels of aggressive behavior were monitored in real time with an eyetracker, as the children viewed ten different cartoon series of ambiguous provocation situations. In addition, participants answered questions concerning encoding and interpretation. Aggressive children did not attend more to hostile cues, nor attend less to non-hostile cues than non-aggressive children. Contrary, aggressive children looked longer at non-hostile cues, but nonetheless attributed more hostile intent than their non-aggressive peers. These findings contradict the traditional bottom-up processing hypotheses that aggressive behavior would be related with failure to attend to non-hostile cues. The findings seem best explained by topdown information processing, where aggressive children's pre-existing hostile intent schemata (1) direct attention towards schema inconsistent non-hostile cues, (2) prevent further processing and recall of such schema-inconsistent information, and (3) lead to hostile intent attribution and aggressive responding, disregarding the schema-inconsistent non-hostile information.

文章中作者還提及“schema inconsistency hypothesis”其意義是

“This hypothesis is derived from perception psychology, where it is generally acknowledged that attention is mainly given to novel, unexpected cues, whereas little attention is devoted to schema-consistent information.”

- (1) 本文中所謂的“Social Information Processing”是指 Dodge 和 Crick 所提出來的理論，請列出各階段的名稱並簡要說明其意義。(10分)
- (2) 作者稱本研究結果違背傳統“bottom-up”，意義為何？(5分)
- (3) 研究結果支持“schema inconsistency hypothesis”，則應如何以“top-down”的角度設計降低兒童攻擊行為的方案？(5分)

2. 以下英文文章，摘述自一篇實證研究報告：Suveg, C., Sood, E., Comer, J. S., & Kendall, P. C. (2009). Changes in emotion regulation following cognitive-behavioral therapy for anxious youth. *Journal of Clinical Child and Adolescent Psychology*, 38, 3, 390-401，此為其中文獻探討的一部份。請閱讀該篇段落，並以中文書寫，再回答文章之後的問題：

### EMOTION-RELATED CONCEPTS

There is considerable debate in the literature regarding how best to conceptualize and subsequently assess emotion regulation (see the special issue of *Child Development*, Vol. 75, Issue 2). Emotion regulation (as conceptualized in this study) is the ability to modify emotion in flexible and adaptive ways in response to the demands of the social context (Campos, Mumme, Kermoian, & Campos, 1994). Emotion regulation is considered distinct from emotional (temperamental) reactivity. As Rothbart and Sheese (2007) noted, temperamental reactivity refers to “responses to change in the external and internal environment, including a broad range of reactions” (p. 332), whereas emotion regulation “is the modulation of a given emotional reaction” (p. 333).

To successfully regulate one’s emotional experience in response to environmental demands, other emotion-related skills must also be present. In particular, emotion understanding includes skills to identify and label emotions and to understand the causes/consequences of emotional experiences. Although generally considered independent abilities (Saarni, 1999), emotion understanding and regulation skills are closely linked in that a child who does not understand an emotional experience is not likely to regulate the experience in adaptive ways. Thus, emotion understanding, the ability to identify, label, and appreciate the causes and consequences of emotion is a prerequisite for modifying one’s emotional reactions adaptively given a particular social context. Consequently, an assessment of emotion regulation requires an assessment of both youth’s awareness of their emotional experiences and an appraisal of what youth actually do when they are experiencing particular emotions. Although the true judgment of a particular emotion regulation strategy should be considered in context, in general, an overreliance on inhibiting (attempts to suppress or hide) one’s emotional experiences or engaging in dysregulated methods of emotional expression (culturally inappropriate expression such as acting out when angry that serve to exaggerate an emotional reaction) are associated with more maladaptive outcomes, whereas active coping methods of emotion regulation have been related to more positive outcomes (Gross & Levenson, 1997; Suveg & Zeman, 2004; Zeman, Shipman, & Suveg, 2002).

As viewed here, the construct of emotion regulation is distinct from related constructs frequently used in the anxiety literature. In particular, “self-efficacy” as used in the anxiety literature refers to the self-perceived ability to successfully manage anxiety-provoking situations

(Bandura, 1977). As such, self-efficacy does not refer to actual performance in anxiety-provoking situations. In fact, perceivers may view youth as quite efficacious in an anxiety-provoking situation whereas the youth may have a very different perspective. Thus, emotion regulation, or what youth report or actually do with their emotional reactions, is distinct from self-efficacy, the self-perceived facility with which one is able to successfully manage emotion-evoking situations. Although distinct, the concepts are clearly related—a youth who has high self-efficacy might be more likely to successfully cope in a situation than a youth who has low self-efficacy (Suveg & Zeman, 2004).

The regulation of worry in youth is particularly understudied. Whereas researchers have examined the rate and topography of childhood worry (e.g., content, frequency, intensity, and perceived controllability; Muris, Meesters, Merckelbach, Sermon, & Zwakhalen, 1998; Muris, Merckelbach, Gadet, & Moolaert, 2000), empirical efforts rarely assess how children attend to and modulate worry experiences. For the present purposes, worry regulation refers to how children modulate experiences of worry in response to environmental demands (see Suveg & Zeman, 2004).

To sum, our model views emotion regulation as the modification of an emotional reaction in response to environmental demands. To adaptively regulate one's emotional reaction, it is necessary to first have an awareness and understanding of the experienced emotion. Although youth may engage in any number of emotion regulation methods, chronic inhibition and dysregulation are associated with maladaptive outcomes, whereas active coping is related to adaptive outcomes (Gross & Levenson, 1997; Suveg & Zeman, 2004; Zeman et al., 2002).

(1)請描述該篇段落所提供的訊息與重點。限五百字以內。(10分)

(2)Lazarus 與 Folkman 曾對「壓力因應(coping with stress)」提出相當多的研究與理論模式，請用該相關論述，解釋為何“emotion regulation”的改變，可能對焦慮性疾患的青少年有治療效果？(10分)