

國立臺北教育大學 102 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、簡答題：(每題 5 分，共 50 分)

- (一) 請從行為主義的觀點說明「觸景傷情」。
- (二) 請從認知心理學的觀點說明「觸景傷情」。
- (三) 請說明何謂“Taste-aversion learning”。
- (四) 請以中文舉例說明“Level-of-Processing Theory”的意義。
- (五) 請舉例說明“Belief-Bias Effect”的意義。
- (六) 請解釋 Dispositional forces 與 Situational forces 此兩種歸因的不同，並舉一個例子輔助說明。
- (七) 請解釋壓力因應理論中 Primary appraisal 與 Secondary appraisal 的差異，並舉一個例子輔助說明。
- (八) 請解釋 Sex、Gender Identity 與 Gender Roles 的差異，並舉一個例子輔助說明。
- (九) 請簡單說明人格理論中的「Big five」各向度的操作型定義，並舉一個在諮商室中的例子，諮商師可能會從個案身上的哪些行為，可以觀察到這些向度？
- (十) 有哪些情境因素可能會影響一個人表現出利社會行為(Prosocial behaviors)，請簡單解釋並舉例輔助說明。

二、申論題：(每題 25 分，共 50 分)

- (一) 請先閱讀下列文章

(摘錄自 Seamon, J. G., Philbin, M. M., and Harrison, L. G.(2006). “Do you remember proposing marriage to the Pepsi machine? False recollections from a campus walk. *Psychonomic Bulletin & Review*,13, 752-756”)

A group of 40 college students participated in an experiment that had three sessions. In session 1, the students joined an experimenter for a one-hour walk around campus. The pair stopped 48 times during the walk. At each stop, the experimenter read an action statement such as “Check the Pepsi machine for change.” After hearing each statement, the students did one of four things: They performed the actions themselves, they watched the experimenter perform the actions, they imagined that they were performing the actions, or they imagined that the experimenter was performing them. In addition, half the actions were bizarre. For example, rather than “Check the Pepsi machine for change,” half the students got “Get down on one knee and propose marriage to the machine.” The experimenter and the participants took a second walk during session 2, which took place 24 hours later. On the second walk, the students imagined themselves or the experimenter performing some new and some old actions (both ordinary and bizarre) at locations that were also divided between new and old. In session 3, which took place two weeks after session 2, the students were asked to think back to the first session. They tried to recall whether each action had been performed or imagined. For both ordinary and bizarre actions, the same finding held true: students often recalled that the actions they had only been asked to imagine had actually been performed by them or the experimenter. Thus, some participants agreed that they had actually proposed marriage to a Pepsi machine or patted a dictionary to ask how it was doing when they had only imagined doing so.

1. 何謂法務心理學(Forensic Psychology)，請簡單定義之。(5分)
2. 簡述本研究的結果。(5分)
3. 你認為本研究的結論對未來 Forensic Psychology 的應用有何影響？(15分，本小題的計分標準是豐富多元性和邏輯性)

(二) 美國精神醫學學會(American Psychiatric Association)在其網頁上，公布了新版的 DSM-5 可能會在 2013 年 5 月正式出版，並公佈了其在心理疾患的鑑別診斷上改變，某些心理病理學或變態心理學的教科書也開始介紹新版 DSM-5 的內容。請回答以下問題：

1. 請簡單說明新版 DSM-5 在鑑別診斷上的方式，可能有些重大的變革？請以憂鬱症為例輔助說明。(10分)
2. 你覺得諮商心理師有必要學習 DSM 的診斷系統嗎？對諮商實務工作可能會造成哪些利與弊？在利弊之間該如何平衡？請任選一種心理疾患輔助說明。(15分)