

身分：全時進修軍、自費生

所別：心理碩士班

科目：應用心理學

一、名詞解釋(30%)

1. 投射 (projection) (5%)
2. 同理心 (empathy) (5%)
3. 矯正性情緒經驗 (corrective emotional experience)
(Teyber & McClure, 2011) (5%)
4. 組織公民行為 (organizational citizenship behavior)
(5%)
5. 道德窘境與道德抉擇 (ethical dilemma and ethical
choices) (5%)
6. Big-Five Model (5%)

二、簡答題(55%)

1. 請簡述行為治療 (behavior therapy) 和理性情緒行為
治療 (REBT) 的 A-B-C 模式 (架構) 為何? 並各舉一例
說明之。 (10%)

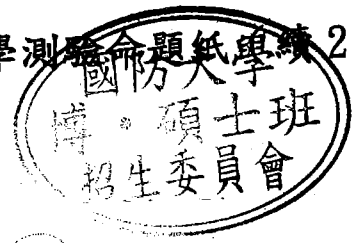


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2. 來談者說「我的體能這麼差，再怎麼訓練也都不可能通過體能測驗，我沒有辦法達到別人對我的期待，我一無事處、是個沒用的人。」試從認知治療(cognitive therapy) (Beck, 1963, 1967)、個人中心治療(person-centered) (Rogers, 1961)、焦點解決短期治療(solution focused brief therapy) (De Shazer, 1988, 1991) 的諮商師會如何回應？若諮商師在晤談過程中考慮使用行為治療的方式 (behavior therapy)，和來談者討論使用獎賞 (reinforcement) 的技巧，請舉出可能的正增強 (positive reinforcement) 和負增強 (negative reinforcement) 為何？(15%)
3. 試舉出組織行為 (organizational behavior) 常用以探討工作態度 (job attitude) 的二種面向？ (12%)
4. 試以需求層次理論 (hierarchy of needs) 及目標設定理論 (goal-setting theory) 此兩種激勵理論 (motivation theory) 的觀點說明如何運用於國軍的人才招募？ (18%)



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三、專業英文 15% (請以中文摘述本研究)

This study was aimed to (1) develop a Mindfulness-based stress reduction (MBSR) for military cadets and (2) examine the effect of the course. Method: 60 students from the National Defense University Political warfare Academy were recruited.

In the experimental procedure, they completed self-report measures (Taiwanese version of the Five Facet Mindfulness Questionnaire and perceive stress scales) and heart-rate variability first, then they were randomly assigned to MBSR training group (n = 30) or control group (n = 30). The experimental group will participate in the 8-week military MBSR course, but the control group will not engage in any manipulation, after the end of the course did post-test. Analysis of covariance was used to examine within treatment group and control.

Results: (1)MBSR group significantly improved in Taiwanese version of the Five Facet Mindfulness Questionnaire. (2)MBSR group significantly decreased in perceive stress scales. (3)MBSR group did not significantly change in (Heart rate variability, HRV). (4)Mindfulness is a mediator between MBSR and the perceive stress. Conclusion: Based on the above, we can see that the military students can significantly improve their mindfulness and the effect of the stress reduction. Therefore, the effectiveness of the military MBSR course can be supported and the reference of the military MBSR courses can be provided in the future. The theoretical and practical implications of the relevant research results will also be discussed in the text.