

科目：心理學方法

系所組：臨床心理學系碩士班

*除非列印不清楚，不得要求翻譯

*未在彌封答案卷內作答者，不予記分。

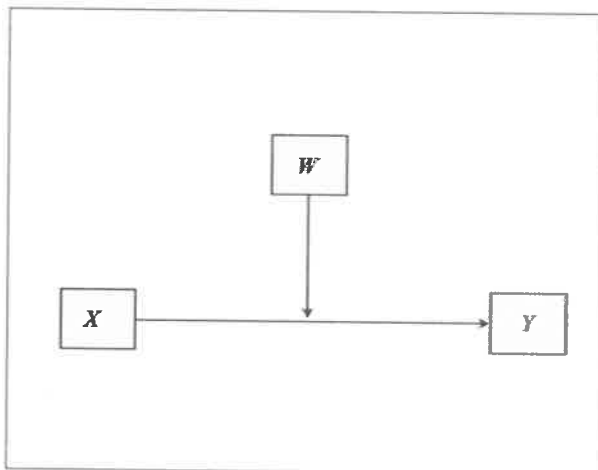
壹、共一題(35%)

現在面對升學歷力，大多數學校都會渾身解數強調該校如何從事多元教學及學習。對於國高中生而言，除了面對升學歷力，也須花許多時間投入多元學習，使自己各樣的表現出類拔萃，以便為升學的個人檔案 (portfolio) 做準備。然而，也因為如此，國高中生的睡眠普遍不足 (例如：有家長說孩子永遠都呈現睡不飽的樣子)，而過往研究指出，睡眠品質往往與其心理健康息息相關。

若您是學校的輔導老師，如何運用心理測驗的知識說服校長或相關的教學單位，應注意學生的睡眠及心理健康；換言之，請說明您運用哪些心理測驗的概念，如何實際執行您的輔導方案，請您說明越詳細越好。

貳、共四題(40%)

一、某研究者依其研究建構了如下的模式，若以多元迴歸分析進行統計分析，問(1)迴歸方式為何?(2)試為此模式寫出其統計假設(3)在那些情形下，應進行那些後續分析?(10分)



※ 注意：1. 考生須在「彌封答案卷」上作答。

2. 本試題紙空白部份可當稿紙使用。

3. 考生於作答時可否使用計算機、法典、字典或其他資料或工具，以簡章之規定為準。

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二、 Covid-19 疫情改變人們的生活型態，omicron 的高傳染力，引起人們另一波的擔心。某研究者關心在 CDC 記者會公布某特定傳染事件前後，人們憂慮程度的變化。他收集了 10 人的憂慮分數如下，分數愈高表示憂慮程度愈高。請為其進行必要的統計分析，分析中應包括統計假設、變異摘要表及後續分析。 $(\alpha=.05, 15$ 分)

事件前	事件發佈時	事件後
10	12	11
12	16	14
16	19	16
14	16	15
15	18	16
11	16	13
13	13	10
14	15	15
12	19	16
13	16	14

三、 情緒表達矛盾是個體在人際互動中，對其情緒感受想表達卻未表達或表達後感到後悔。某研究者想了解此種特性對個體的自尊、憂鬱情緒有何影響，於是他進行了相關研究，並分析如下的結果，請以文字、圖、表，為其撰寫一份簡要的研究報告。(10 分)

敘述統計

	平均數	標準偏差	N
憂鬱	17.32	9.442	77
情緒表達矛盾	97.47	15.190	77
自尊	27.10	7.039	77

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相關

		憂鬱	情緒表達矛盾	自尊
皮爾森 (Pearson) 相關	憂鬱	1.000	.426	-.719
	情緒表達矛盾	.426	1.000	-.501
	自尊	-.719	-.501	1.000
顯著性 (單尾)	憂鬱	.	.000	.000
	情緒表達矛盾	.000	.	.000
	自尊	.000	.000	.
N	憂鬱	77	77	77
	情緒表達矛盾	77	77	77
	自尊	77	77	77

模型摘要

模型	R	R 平方	調整後 R 平方	標準標準誤	R 平方變更	F 值變更	變異統計量		顯著性 F 值變更
							自由度 1	自由度 2	
1	.426 ^a	.182	.171	8.598	.182	16.638	1	75	.000
2	.723 ^b	.523	.510	6.610	.341	52.920	1	74	.000

a. 解釋變數：(常數) + 情緒表達矛盾

b. 解釋變數：(常數) + 情緒表達矛盾, 自尊

變異數分析^a

模型		平方和	自由度	均方	F	顯著性
1	迴歸	1230.078	1	1230.078	16.638	.000 ^b
	殘差	5544.805	75	73.931		
	總計	6774.883	76			
2	迴歸	3542.014	2	1771.007	40.538	.000 ^c
	殘差	3232.870	74	43.687		
	總計	6774.883	76			

a. 應變數：憂鬱

b. 解釋變數：(常數) + 情緒表達矛盾

c. 解釋變數：(常數) + 情緒表達矛盾, 自尊

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模型		係數 ^a		T	顯著性
		非標準化係數 B	標準化係數 β		
1	(常數)	-8.490	.6404	-1.326	.189
	情緒表達矛盾	.265	.065	.426	.000
2	(常數)	36.537	7.909	4.620	.000
	情緒表達矛盾	.055	.058	.088	.346
	自尊	-.905	.124	-.675	.000

a. 應變數: 憂鬱

四、請說明 chi-square 分配的特性，及其可以進行的統計分析。(5分)

參、共一大題(四小題；共 25%)

一、Winnie was asked by her academic advisor to join a research project with other lab members. Her advisor recruited 90 high-school students to enroll in an on-line course. The 90 participants agreed to turn on their web camera during the 50-minute online course and being observed through the camera during the 50 minutes.

(1) Before the participants started their 50-minute course, Winnie was most likely to be asked by her advisor to collect _____ from them and their legal guardians. Please describe what information should be included in it and also explain why this step cannot be skipped? (5%)

(2) During the 50-minute on-line course, a digital 25-minute count-down timer were shown on screen to the participants so that the attention span patterns during the timer-condition can be compared with the other 25-minute no-timer-condition. This is usually called a _____ experimental design. Winnie arranged the timer-condition before the no-timer-condition for all the 90 participants. What would you do if you are her lab mate and why? (8%)

(3) Winnie was trained with her lab mates before they started observing the participants' patterns of attention span. They were trained to decide on whether or not the participants were paying attention to the online course. After the training, her advisor assigned Winnie and one other lab mate to independently observe all the participants in order to calculate _____, but Winnie did not think it was necessary. She would like to observe some of the participants and let her lab mate observe the other participants. What would you suggest her if she insisted on splitting the observation duty? (6%)

(4) After completing the data collection and coding, Winnie would like to submit the research report to an academic journal with her lab mates, so she asked her advisor how to analyze the results and write up a report article. Her advisor was most likely to suggest her do a _____ test on the data. Other than the results session, what sessions would you write to help her finish the article and what should be included in the sessions? (6%)