

系所組別：職能治療學系

考試科目：臨床心理職能治療學

考試日期：0224，節次：2

※ 考生請注意：本試題不可使用計算機

一、簡述復元的概念(4%)，及此概念下治療的目標與治療方案的設計(6%) (可以舉例方式說明) (本題共 10%)

二、一位 25 歲男性精神分裂症個案，17 歲發病至今，目前穩定。但受負性症狀影響，無法參與庇護性工作，也無法如自己期待的回到學校讀書，總是被動、逃避、畏縮、少與人互動、整日無所事事。個案想改善但是難以採取行動。家人平常各自上班，對個案無特殊要求或期待。(本題共 20%)

根據上述個案情形，

- 1) 你認為個案失能的問題有那些，你會採用哪種(些)參考架構來處理這些失能的面向？(10%)
- 2) 你會建議進行那些職能評估與治療方案？(10%)

三、影響 Bipolar disorder 的發病或復發的相關生理與心理社會因素有那些(10%)？根據醫療實證上目前建議的有效非藥物治療策略有哪些(10%)？(本題共 20%)

四、閱讀以下文章摘要，(source: Psychosom Med. 2006 Nov-Dec;68(6):816-23)

Psychosocial Benefits of Three Formats of a Standardized Behavioral Stress Management Program

ELIZABETH D. KIRBY, VIRGINIA P. WILLIAMS, PhD, MATTHEW C. HOCKING, BA, JAMES D. LANE, PhD,
AND REDFORD B. WILLIAMS, MD

Objective: Psychosocial factors are associated with increased morbidity and mortality in healthy and clinical populations. Behavioral interventions are needed to train the large number of people in the community setting who are affected by stressors to use coping skills that will reduce these risk factors. The aim of the current study was to evaluate the efficacy of three forms of delivery of a standardized, behavioral intervention—the Williams LifeSkills program—designed to reduce levels of psychosocial risk factors in nonclinical populations. **Methods:** One hundred ninety-six participants screening positive for elevated psychosocial distress were randomized to either a waitlist control group or one of three intervention groups: the LifeSkills Workshop, the LifeSkills Video, or the LifeSkills Video and Workshop combined. Psychosocial risk factors were evaluated at baseline and at 10 days, 2 months, and 6 months after the training/wait period. **Results:** At 10 days follow up, the workshop + video and video-only groups showed significant improvements over control subjects in trait anxiety and perceived stress. Moreover, the workshop + video group maintained benefit over control subjects throughout 6 months follow up in both of these measures, whereas the video-only group maintained benefit in trait anxiety. **Conclusions:** Because the psychosocial well-being of two of the treated groups improved over that of the control group, it appears that the Williams LifeSkills program accelerates and maintains a normal return to low distress after a stressful time. This is the first study to show that a commercially available, facilitator- or self-administered behavioral training product can have significant beneficial effects on psychosocial well-being in a healthy community sample. **Key words:** psychosocial risk factor, stress management, evidence based behavioral medicine, cognitive behavioral therapy, LifeSkills, translational research.

(試題未完，下頁尚有試題)

系所組別：職能治療學系

考試科目：臨床心理職能治療學

考試日期：0224，節次：2

※ 考生請注意：本試題不可使用計算機

(續上頁試題)

根據以上文章摘要，回答以下問題：(本題共 15%)

- 1) 說明此研究之實驗設計(2%)，實驗假設(2%)，可能使用的統計分析(3%)，與實驗結果 (3%)；
- 2) 闡釋本研究可能的臨床應用與意涵 (5%)

五、解釋下列名詞涵義與應用方式 (本題共 25%)

- 1) Validation therapy (5%)
- 2) Cognitive reframing (5%)
- 3) Desensitization (5%)
- 4) Diathesis-stress model (5%)
- 5) Unconditional positive regard (5%)

六、請寫出 Allen cognitive disability model 中，六個認知層級名稱，與對應之可用的工作環境(Usable Task Environment) (本題共 10%)

(試題共 6 大題 共計 2 頁)