

國立中正大學九十三年度博士班招生考試試題

系所別（組別）： 心理學系認知心理組 科目： 認知心理學

認知心理學

第一部分（50分）（請就下列三題任選兩題作答，每題25分）

- 1、就計算理論取向（computational approach）或廣義的訊息處理取向（information processing approach），視知覺的歷程根據處理訊息的性質及訊息處理的方式（representation and processes）可大致分成低階視覺（low-level vision）、中階視覺（middle-level vision）及高階視覺（high-level vision）等三個處理層次或階段。請分別就此三個層次或階段，說明該階段視覺系統所處理訊息的本質及處理的程序，並以相關的理論或實徵的研究及證據來佐證你（妳）的論述。（25分）
- 2、注意力（Attention）的功能及特性在不同的訊息處理階段、不同的認知作業、及不同層次、範疇的認知功能均可以觀察到，也因此有所謂「多種注意力（varieties of attention）」的說法。請至少以三項不同的實徵研究（或三種不同的注意力研究派典或作業及研究發現）來論述說明「注意力的選擇與集中並非由單一的注意力歷程完成，而是由一群嵌在其他認知歷程且部分相互獨立的注意力歷程予以實踐」的觀點。（"Attention focusing does not appear to be achieved by a unitary attentional process; instead, focusing appears to be implemented by a collection of partially independent attentional processes that are embedded within other cognitive processes."）。（25分）
- 3、認知神經科學（Cognitive Neuroscience）為神經科學中新興的領域，其主旨在利用神經科學的方法與理論，探討認知功能的大腦基礎。認知神經科學的重要觀點（perspective）是強調行為（behavior）、大腦（brain）、及計算分析（computational analysis）取向的整合。請試以一個視覺認知（visual cognition）或注意功能的研究議題為例，說明上述整合觀點的實質內涵及其重要性。（25分）

第二部份（50分）

Compare recall and recognition tests of memory from the following perspectives:

- (1). difficulty level
 - (2). the role of bias
 - (3). retrieval cue
 - (4). conscious awareness
 - (5). single- vs. dual- process view
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國立中正大學九十三年學年度博士班招生考試試題

系所別（組別）： 心理學系臨床心理組 科目： 臨床心理學

- 一、請選擇一種你熟知的兒童青少年期的精神疾患、學習障礙、行為障礙、或發展障礙等，陳述其發展心理病理學、心理衡鑑方法，以及心理治療的作法。並討論目前你所瞭解的台灣臨床現況，提出你在學術工作與臨床工作上的建言。(50分)

- 二、健康心理學看待臨床上的患者為全人與全家式之關懷，在临床上重大慢性疾病主要的危險因子為失能（殘障）與死亡，前者例如是尿毒症需要洗腎或是 ADHD 患者；後者例如是癌症末期患者。請說明臨床健康心理服務之切入點，包括衡鑑需要考慮的要素，以及介入的主要方向與治療策略。(25分)

- 三、請從上述失能（殘障）與死亡兩項危險因子中選擇一項危險因子，並針對該因子提出你認為重要的研究議題？並說明你認為它重要的理由何在？對於該議題你的研究策略為何？並說明在研究進行的過程中，你如何照顧到患者權益與研究倫理。(25分)

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系所別 (組別): 心理學系發展心理組

科目: 發展心理學

P.1

一、(40%)

All the questions below are concerned with an article about a psychological research on the issue of the relation between TV-violence viewing and aggression.

(a) Translate the article's abstract printed below into Chinese. (10%)

Although the relation between TV-violence viewing and aggression in childhood has been clearly demonstrated, only a few studies have examined this relation from childhood to adulthood, and these studies of children growing up in the 1960s reported significant relations only for boys. The current study examines the longitudinal relations between TV-violence viewing at ages 6 to 10 and adult aggressive behavior about 15 years later for a sample growing up in the 1970s and 1980s. Follow-up archival data ($N = 450$) and interview data ($N = 329$) reveal that childhood exposure to media violence predicts young adult aggressive behavior for both males and females. Identification with aggressive TV characters and perceived realism of TV violence also predict later aggression. These relations persist even when the effects of socioeconomic status, intellectual ability, and a variety of parenting factors are controlled.

(b) The table printed below shows the partial results from the research reported in the article.

Summarize the conclusions that can be drawn on the basis of the results presented in this table alone. (10%)

Correlations Between Childhood TV Violence Measures and Adult Aggression 15 Years Later

| Child TV measures | Adult composite aggression | | Adult physical aggression | | Adult indirect aggression | |
|--|----------------------------|--------|---------------------------|-------|---------------------------|--------|
| | Men | Women | Men | Women | Men | Women |
| TV-violence viewing | .21** | .19** | .17* | .15* | .03 | .20** |
| Perceived realism of TV violence | .22** | .25*** | .14† | .14† | .05 | .28*** |
| Identification with aggressive female characters | .15† | .23** | .05 | .09 | .01 | .19* |
| Identification with aggressive male characters | .29*** | .22** | .14† | .12 | .05 | .22** |

Note. For men, $n = 153$; for women, $n = 176$. Physical aggression is defined in this table as the average of the self- and other-rated severe and mild physical aggression scales, whereas indirect aggression is the average of self- and other-rated indirect aggression scales. Also, all of the correlations with composite aggression remain significant even if the Minnesota Multiphasic Personality Inventory aggressive personality scale is removed from the composite score and only behavioral measures are used.

† $p < .10$. * $p < .05$. ** $p < .01$. *** $p < .001$.

(c) Explain whether or not, and why, the results presented in the table above are sufficient to reach the conclusions stated in the abstract. (10%) If you are asked to conduct other analyses on the same set of data to gain a better understanding about the issue being studied, what analyses would you do? Explain how and why you would do these analyses. (10%)

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p.2

二、(40%) 一位研究社會化歷程的學者探討情緒發展與調節的議題時發現:

- (1) 嬰幼兒的情緒發展在出生後一年之中快速發展。
- (2) 不同情緒的發展歷程遵循共同原則但行為表現與心理表徵不同。
- (3) 嬰幼兒的情緒表達與理解的個別差異受照顧品質影響。
- (4) 社會化歷程持續進行在學齡前期已有明顯人格特質差異。

試以上述中任一項發現為研究主題, 設計一個實驗進一步深究並說明此現象。實驗設計需包括實驗目的、參與者、實驗材料、實驗程序、假設以及預期結果。

三、(20%)

1. 請說明何謂moderator?(5分)
2. 請說明何謂mediator?(5分)
3. 請以發展心理學的研究課題為例, 分別簡述可以探討moderation與mediation的研究方法。也就是要如何來檢驗moderation與mediation?(每一種5分, 共10分)