

國立彰化師範大學107學年度碩士班招生考試試題

系所：輔導與諮商學系

科目：心理學

輔導與諮商學系婚姻與家族治療碩士班

☆☆選擇題請在答案卡上作答，非選擇題請在答案紙上作答☆☆

共4頁，第1頁

一、選擇題 (50%，每題 2.5%)

1. 王女士最鍾愛的兒子意外過世，但王女士除夕夜還是留一副碗筷給兒子，等著兒子回家吃飯。平常告訴鄰居兒子出國工作所以不能回家。請問以上情境最可能是那種防衛機制的運作？
(A) rationalization (B) reaction formation (C) denial (D) introjection
2. 心理學家 Sternberg 提出愛情中有三個重要的元素，不包括下列何者？
(A) passion (B) attachment (C) commitment (D) intimacy
3. 小芬遭遇嚴重的身心創傷，在受害之後送醫治療，然而他卻完全記不得受害經驗。以上情境最可能是那種防衛機制？
(A) sublimation (B) repression (C) projection (D) regression
4. 阿斯被他的哥兒們封為「情聖」，擅長談戀愛、追求女生，且每段愛情都來得急、去得快，阿斯樂此不疲。依據 John Lee 所提出的愛情類型，上述狀況最可能為那類型？
(A) 友誼之愛 (B) 現實之愛 (C) 利他之愛 (D) 遊戲之愛
5. 小山一歲半。某天，媽媽帶他去找朋友，這位朋友小山從沒見過。小山緊緊挨著媽媽身邊。媽媽有事要離開，便將小山交給這位朋友照顧，小山顯得很緊張不安。沒多久媽媽回來了，小山對媽媽生氣，當媽媽要抱他小山不接受。小山最可能是那種依附類型？
(A) secure attachment (B) avoidant attachment
(C) resistant attachment (D) disorganized attachment
6. Mary Ainsworth 創造那種技術評估一到二歲嬰幼兒的依附品質？
(A) 陌生情境 (B) 視覺懸崖 (C) 依附 Q 組 (D) 習慣化法
7. 下列何者做為評估兩歲以上幼兒的依附品質的方法？
(A) 陌生情境 (B) 視覺懸崖 (C) 依附 Q 組 (D) 習慣化法
8. 下列那位學者提出 internal working model？
(A) Ainsworth (B) Bowlby (C) Piaget (D) Gilligan
9. 依據 Kohlberg 道德發展理論，道德發展可分為幾期？幾階段？
(A) 二期四階段 (B) 三期六階段 (C) 四期八階段 (D) 五期十階段

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共4頁，第2頁

10. 在 Kohlberg 的「漢斯偷藥」道德兩難情境中，小彬表示贊成漢斯偷藥，因為漢斯實際上沒有傷害到藥劑師，而且以後可以還他錢，如果漢斯不想失去太太就應該拿藥。小彬的道德發展可能處於那個階段？
- (A)享樂取向 (B)尋求認可
(C)避罰服從取向 (D)維持社會秩序取向
11. 下列何者對於增進母親—嬰兒安全依附沒有幫助？
- (A)敏感 (B)同步 (C)刺激 (D)經濟安全
12. 依據 Piaget 的認知發展理論，出生到二歲的嬰幼兒認知發展處於那一階段？
- (A) preoperational period (B) sensorimotor period
(C) formal operations (D) concrete-operational period
13. 依據 Piaget 認知發展理論，具備假設-演繹推理能力是處於那一認知發展階段？
- (A) preoperational period (B) sensorimotor period
(C) formal operations (D) concrete-operational period
14. 體育課老師下指令：「從高到矮順序排成一排」，學生能夠準確完成。這群學生的認知發展至少已經到那一階段？
- (A)preoperational period (B)sensorimotor period
(C)formal operations (D)concrete-operational period
15. 下列那位學者提出 zone of proximal development 的概念？
- (A)Vygotsky (B)Piaget (C)Kohlberg (D)Skinner
16. 老王在公司被老闆責罵，當下不敢辯駁。但是心中有氣，回到家後開始找碴，罵老婆打小孩。上述情境最可能是那種防衛機轉運作？
- (A) displacement (B) reaction formation (C) identification (D) compensation
17. 有二位學齡前兒童一起玩，但是卻各說各的，沒有真正的對話。這種現象 Piaget 將之稱為：
- (A)內在語言 (B)私我語言 (C)自我中心語言 (D)社會語言
18. 依據訊息處理理論，訊息處理的第二個儲存單位，可以暫時保留訊息並且執行運作訊息，是下列何者？
- (A)long-term store (B)short-term store (C)sensory store (D)input store

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19. 依據 Cattell 的智力理論，一個人解決新的、抽象問題的能力，是下列何者？
 (A) Crystallized intelligence (B) Primary mental abilities
 (C) Fluid intelligence (D) Hierarchical model of intelligence
20. 小明接受魏氏兒童智力量表，其智商分數為 130。小明的智力大約超過多少人？
 (A)84% (B)95% (C)97% (D)99%

二、單一選擇配對題 (50%，每題 2%)

請針對以下 25 個心理學專有名詞，從答案 A 至 Y 中，找出其最適當的定義，將該英文字母填入答案紙。

1. <i>Catharsis:</i>	14. <i>Possible selves:</i>
2. <i>Collective unconscious:</i>	15. <i>Problem-focused strategies:</i>
3. <i>Coping strategies:</i>	16. <i>Projective tests:</i>
4. <i>Free association:</i>	17. <i>Rational emotive therapy:</i>
5. <i>Fully functioning person:</i>	18. <i>Self-efficacy:</i>
6. <i>Learned helplessness:</i>	19. <i>Self-esteem:</i>
7. <i>Locus of control:</i>	20. <i>Self-regulation:</i>
8. <i>Need for achievement:</i>	21. <i>Social desirability:</i>
9. <i>Negative cognitive style:</i>	22. <i>Striving for superiority:</i>
10. <i>Observational learning:</i>	23. <i>Trait:</i>
11. <i>Operant conditioning:</i>	24. <i>Unconscious:</i>
12. <i>Optimal experience:</i>	25. <i>Validity:</i>
13. <i>Personal narratives:</i>	

A	A dimension of personality used to categorize people according to the degree to which they manifest a particular characteristic.
B	The extent to which a test measures what it is designed to measure.
C	The extent to which test takers tend to respond to items in a manner that presents them in a positive light.
D	The primary motivational force in Adler's theory which is the person's effort to overcome feelings of inferiority.
E	A psychologically healthy individual who is able to enjoy life as completely as possible.
F	The motive to engage in and succeed at entrepreneurial achievement behavior.
G	Learning resulting from the response an organism receives following a behavior.

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H	A style of processing information in which people attribute their problem to stable and global causes, anticipate dreadful consequences, and believe the problems reflect their own personal shortcomings.
I	A release of tension or anxiety.
J	Coping strategies directed at taking care of the problem causing the anxiety.
K	Tests designed to assess unconscious material by asking test takers to respond to ambiguous stimuli.
L	A person's expectancy that he or she can successfully perform a given behavior.
M	The ability to develop and apply rewards and punishments for internal standards of behavior.
N	The part of personality that contains material that cannot easily be brought into awareness.
O	The part of unconscious mind constraining thoughts, images, and psychic characteristics common to all members.
P	The cognitive, motivational, and emotional deficits that follow a perceived lack of control over important aversive events.
Q	Conscious efforts to reduce anxiety in the face of a perceived threat.
R	A procedure used in psychoanalysis in which patients say whatever comes into their mind.
S	A personality trait that divides people along a continuum according to the extent to which they believe what happens to them and others are controllable.
T	Learning that results from watching or hearing about a person modeling the behavior.
U	Assessment procedure that asks individuals to provide autobiographical descriptions of important events in their lives.
V	A state of happiness and satisfaction characteristics by absorption in a challenging and personally rewarding task.
W	Cognitive representation of the kind of people we think we might become someday.
X	Evaluation of one's self-concept, usually measured in terms of a relatively stable and global assessment of how a person feels about him- or herself.
Y	A psychotherapy procedure examines the irrational reasoning causing emotional problems.