

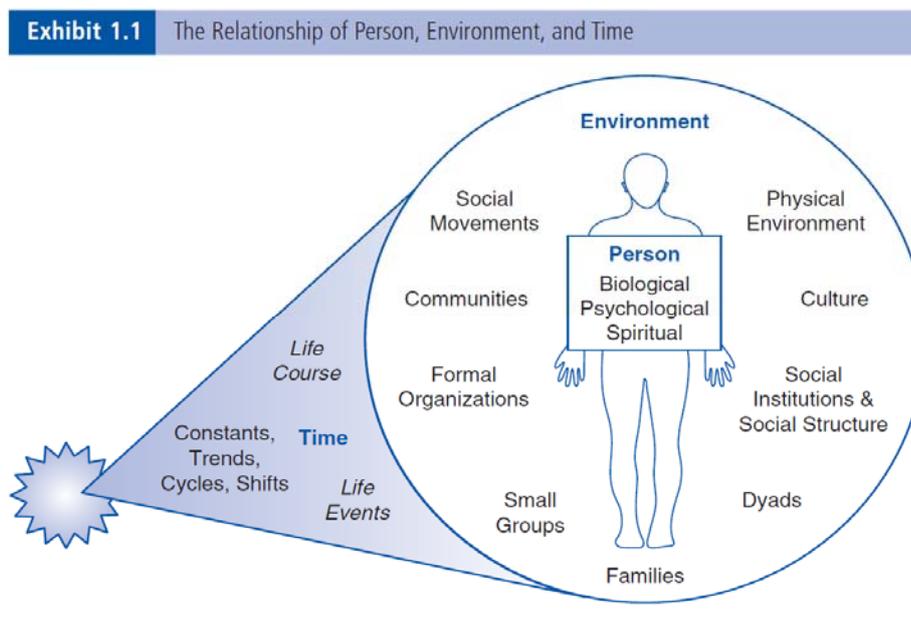
國立臺灣大學社會工作學系 104 學年度博士班入學考試  
科目：社會政策與社會工作

I. Social Work (50%)

Would you please apply “life course perspective” (the basic concepts/themes/discussion were simply provided below) to answer the following questions. (**Your answer can be in Chinese or in English or both.**)

1. Why do social workers need to understand how people change from life course perspective?
2. What do social workers need to know about biological, psychological, social, and spiritual changes over the life course?
3. Prepare your own lifeline of interlocking trajectories. What patterns do you see? What shifts? How important are the different sectors of your life—for example, family, education, work, health?

The life course perspective, locates individual and family development in cultural and historical contexts. It is being created from the independent work, and more recently, the collaborative work, of sociologists, anthropologists, social historians, demographers, and psychologists. Glen Elder, Jr., a sociologist, was one of the early authors of a life course perspective and continues to play a central role in its ongoing development.



The life course has been conceptualized from both micro and macro system vantage points. It has been studied from the perspective of the individual as *event history*, or the sequence of events, experiences, and transitions in a person's life from birth to death. It has also been studied from the perspective of the family, in terms of how family lives are synchronized across time. In addition, the life course has been studied as a property of cultures and social institutions that shape the pattern of individual and family lives. Some life course scholars have also conceptualized small groups, communities, formal organizations, and social movements as having life courses marked by both continuity and change (Riley, 1996; Settersten & Mayer, 1997).

## Basic Concepts of the Life Course Perspective

Before examining the major themes that have emerged to date from study of the life course, it is important to note a handful of staple concepts associated with the perspective: cohorts, transitions, trajectories, life events, and turning points.

### Exhibit 1.2 Basic Concepts of the Life Course Perspective

**Cohort:** Group of persons who were born at the same historical time and who experience particular social changes within a given culture in the same sequence and at the same age

**Transition:** Change in roles and statuses that represents a distinct departure from prior roles and statuses

**Trajectory:** Long-term pattern of stability and change, which usually involves multiple transitions

**Life Event:** Significant occurrence involving a relatively abrupt change that may produce serious and long-lasting effects

**Turning Point:** Life event that produces a lasting shift in the life course trajectory

### *Cohorts*

Life course scholars have found the concept of cohort to be very useful in their efforts to capture the influence of the historical context on developmental pathways. A *cohort* is a group of persons who were born at the same historical time and experience particular social changes within a given culture in the same sequence and at the same age (Rosow, 1978; Ryder, 1965; Settersten & Mayer, 1997). Cohorts differ in size, and these differences affect opportunities for education, work, and family life. Some observers suggest, however, that cohorts develop strategies to cope with the circumstances they face.

### *Transitions*

The life course perspective proposes that each person experiences a number of transitions in roles and statuses across the life course (George, 1993). Many transitions relate to family life: births, marriages, divorces, remarriages, deaths (Carter

& McGoldrick, 1999). Each transition changes family status and roles and typically involves exits and entrances of family members. Transitions in small groups, communities, and formal organizations also involve exits and entrances of members as well as changes in status and roles.

### ***Trajectories***

The changes involved in transitions are discrete and bounded; when they happen, an old phase of life ends and a new phase begins. In contrast, trajectories involve long-term patterns of stability and change in a person's life and usually involve multiple transitions. Because individuals and families live their lives in multiple spheres, their lives are made up of multiple, intersecting trajectories—for example, family life trajectories, educational trajectories, work trajectories, and health trajectories (Cooksey, Menaghan, & Jekielek, 1997; Settersten & Mayer, 1997; Shanahan, Miech, & Elder, 1998)

### ***Life Events***

A *life event* is a significant occurrence involving a relatively abrupt change that may produce serious and long-lasting effects (Settersten & Mayer, 1997). Life events require adaptation and may produce stress. Some researchers have developed instruments for evaluating the level of stress produced by specific life events, such as the frequently used Schedule of Recent Events, also called the Social Readjustment Scale, developed by Thomas Holmes and Richard Rahe (Holmes, 1978; Holmes & Rahe, 1967). Such life events inventories have been criticized by life course scholars on several grounds:

### ***Turning Points***

A *turning point* is a special life event that produces a lasting shift, not simply a temporary detour, in the life course trajectory. As significant as they are to individuals' lives, turning points usually become obvious only as time passes (Wheaton & Gotlib, 1997). According to traditional developmental theory, the developmental trajectory is more or less continuous, proceeding steadily from one phase to another. But life course trajectories are seldom so smooth and predictable; they involve many discontinuities, or sudden breaks. Inertia tends to keep us on a particular trajectory, but turning points add twists and turns or even reversals to the life course (Wheaton & Gotlib, 1997). For example, we expect someone who is addicted to alcohol to continue to organize his or her life around that substance unless some event becomes a turning point for recovery.

Michael Rutter's research (1996) identifies three types of life events that can serve as turning points: (a) life events that either close or open opportunities; (b) life events that make a lasting change on the person's environment; and (c) life events that change a person's self-concept, beliefs, or expectations. Some events, such as migration to a new country, are momentous because they qualify as all three of these types of events.

### **Major Themes of the Life Course Perspective**

A decade ago, Glen Elder (1994) identified four dominant, and interrelated, themes in the life course approach: interplay of human lives and historical time, timing of lives, linked or interdependent lives, and human agency in making choices. Two other related themes have been identified more recently by Elder (1998) and Michael Shanahan (2000): diversity in life course trajectories and developmental risk and protection.

#### ***Interplay of Human Lives and Historical Time***

Persons born in different years face different historical worlds, with different options and constraints—especially in rapidly changing societies. Consequently, historical time may produce *cohort effects*, which occur when social change affects one cohort differently than it affects other cohorts. For example, Elder's (1974) research on children and the Great Depression found that the life course trajectories of the cohort that were young children at the time of the economic downturn were more seriously affected by family hardship than the cohort that were in middle childhood and late adolescence at the time.

#### ***Timing of Lives***

Every society appears to use age as an important variable, and many social institutions in advanced industrial societies are organized, in part, around age—the age for starting school, the age of majority, retirement age, etc. (Settersten & Mayer, 1997).

#### ***Linked or Interdependent Lives***

The life course perspective emphasizes the interdependence of human lives and the ways in which relationships both support and control an individual's behavior. *Social support*, defined as help rendered by others that benefits an individual (Thoits, 1985), is an obvious element of interdependent lives. But, relationships also control behavior through expectations, rewards, and punishments. The family is seen as the primary source of both support and control. Life course scholars have paid particular attention to how the lives of family members are linked across generations, noting that both

opportunity and misfortune have an intergenerational impact. They also have been interested in how families are linked to the wider world.

### ***Human Agency in Making Choices***

The emphasis on human agency, or the use of personal power to achieve one's goals, may be one of the most positive contributions of the life course perspective (Elder, 1998; Hareven, 2000). A look at the discipline of social history helps to explain why human agency is such an important concept for social workers.

### ***Diversity in Life Course Trajectories***

Existing research indicates that, presently, men's life course trajectories are more rigidly structured, with fewer discontinuities, than women's. One explanation for this gender difference is that women's lives have been more strongly interwoven with the family domain than men's, and the family domain operates on nonlinear time, with many irregularities (Settersten & Lovegreen, 1998).

### ***Developmental Risk and Protection***

As the life course perspective has continued to evolve, it has more clearly emphasized the links between the life events and transitions of childhood, adolescence, and adulthood (Shanahan, 2000). Life course scholars have suggested that it is not only simply the timing and sequencing of hardships but also their duration and spacing that provide risk for youth as they make the transition into adulthood. For instance, poverty alone is much less of a risk than chronic poverty (Shanahan, 2000).

資料來源：

Elizabeth D. Hutchison (2003) . The life course perspective: A promising approach for bridging the micro and macro worlds for social workers. *Families in Society*, 86(1): 143-152.

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Elizabeth D. Hutchison (2003). Chapter one: A life course perspective. 2015.03.31 [http://www.corwin.com/upm-data/16295\\_Chapter\\_1.pdf](http://www.corwin.com/upm-data/16295_Chapter_1.pdf).

## II. Social Policy (50%)

Please answer the following questions **in Chinese**.

1. Notwithstanding the powerful theoretical arguments supporting the general idea of the welfare state, there is major and continuing debate round two broad sets of questions. Please discuss the following questions. (25%)
  - (1) Is the welfare state desirable, particularly in terms of its effects on incentives and on economic growth?
  - (2) Even if desirable, is a welfare state any longer feasible, given the challenges of global pressures, demographic change, social change, and the economic crisis starting in 2008?
  
2. Please paraphrase the following passages and elaborate on this perspective of policy-based profession in terms of a specified social welfare field you are familiar with. (25%)

“Social work’s unique and distinctive contribution to people’s life, often expressed as a dual focus on the person and his or her environment, resulted from a specific frame of reference that linked clients and social policy. That is, we do not limit our concern to a person’s intrapsychic functioning; we also seek to understand and manipulate factors in the environment that contribute to his or her problems. Some of these environmental factors are close to the person—for example, family, job, and neighborhood. However, people are also affected by factors in the larger environment—affirmative action laws, public welfare programs, United Way fund-raising campaigns, church positions on social issues, and the like. The social work profession is distinctive for its interest in all these factors and issues.

Because of the dual focus of the social welfare institution, the social work profession also has two targets. One target is helping individuals having difficulty meeting individual role expectations. This is the type of social work generally referred to as social work practice with individuals, families, and small groups, also referred to as micropractice or clinical social work. The other goal of social work concerns those aspects of social institutions that fail to support individuals in fulfilling role expectations. This type of social work, sometimes referred to as macropractice or social work administration, policy, and planning, is what we are concerned with in the study of social welfare policy.

Recognizing that social work is a policy-based rather than a market-based

profession clarifies and legitimizes the place of social welfare policy as a central concern. First, the policy-based model, while recognizing that the development of technique is important for any profession, also recognizes that functions do not need to be excluded from a profession's concern simply because they are not amenable to the development of narrow, specific procedures. This recognition legitimizes the inclusion of policy content such as policy analysis, administration, negotiation, planning, and so forth. Such inclusion has often been questioned because it was viewed as not being amenable to the development of "educationally communicable techniques." Second, the policy-based model recognizes that the social work profession will probably always exist in an organizational context and that social work's long experience in providing services within this context should be viewed as a strength rather than a weakness of the profession. Finally, the policy-based model explicitly recognizes the policy system as a major factor in social work practice and emphasizes that understanding this system is every bit as important for social work practitioners as understanding basic concepts of human behavior."

國立臺灣大學社會工作學系 104 學年度博士班入學考試

科目：社會研究方法

一、近年社會工作專業在研究與實務不斷地對話中，產生了 **community-engaged research** 的研究新曲徑(**approach**)。請選擇一個社會議題以此取徑進行研究，並摘要說明其研究目的、研究方法、研究對象選擇與維持、研究工具、資料收集、資料分析、及研究結論與分享。請答題時要注意凸顯此研究取徑的特色與重點。(25 分)

二、請以你報考時所繳交的研究計畫主題為例，詳細說明你的研究理論、選擇此理論的原因、以及依據此理論所進行的研究「概念化」過程。(25 分)

三、針對下面簡述的研究案例說明，回答下列的幾個問題。

近年來，隨著人口快速高齡化，老年人口在台灣社會的比例已經超過 10%，他們的健康與否挑戰著台灣健康體系的支撐能力。因此，從事老年研究的學者提出「健康促進」將有助於老年時期的生活品質，縮短老人的醫療照顧時期。為了實踐老人的健康促進，松柏老人福利中心在 4-6 月中舉辦「陽光老人」的介入方案，內容將包括生理、心理、社會三個層面的健康促進，目的在知道這樣的介入方案是否可以提高老人們的生活品質。請回答以下的問題：(30 分)

- (一) 你會選擇哪一種研究典範來達成上述的研究目的？理由為何？
- (二) 你會提出什麼假設？自變項和依變項分別為何？請提出其操作性定義。
- (三) 為了確定介入方案的淨成效？最好的研究設計為何？請依據上述的介入方案，詳細說明你的研究設計。

四、下兩個表是一個針對乳癌病友心理健康的複迴歸統計分析結果，請依據列表的統計結果說明本研究的結論 (20 分)。

表一

變項	模式一	模式二
年齡	-0.4(0.14)	-0.5(0.13)
配偶(無偶=0)	2.34(2.82)	-0.42(2.62)
病友團體(無參加=0)	3.30(2.73)	3.48(2.49)
罹癌時間	-0.46(2.61)	0.50(2.38)
經濟狀況(打平=0)	-12.76(2.73)***	-10.53(2.52)***
增權程度		3.86(0.71)***
模式顯著度(F)	F= 5.27***	F= 10.26***
R <sup>2</sup>	R <sup>2</sup> =0.16	R <sup>2</sup> =0.31
△R <sup>2</sup> (調整後的 R <sup>2</sup> )	△R <sup>2</sup> =0.13	△R <sup>2</sup> =0.28

表二

變項	模式一	模式二	模式三
年齡	-0.4(0.14)	-0.5(0.13)	-0.03(0.12)
配偶(無偶=0)	2.34(2.82)	-0.42(2.62)	-1.01(2.59)
病友團體(無參加=0)	3.30(2.73)	3.48(2.49)	3.01(2.46)
罹癌時間	-0.46(2.61)	0.50(2.38)	0.85(2.35)
經濟狀況(打平=0)	-12.76(2.73)***	-10.53(2.52)***	-11.03(2.50)***
增權程度		3.86(0.71)***	5.34(0.95)***
經濟狀況 X 增權程度			-3.13(1.38)***
模式顯著度(F)	F=5.27***	F=10.26***	F=9.80***
R <sup>2</sup>	R <sup>2</sup> =0.16	R <sup>2</sup> =0.31	R <sup>2</sup> =0.33
△R <sup>2</sup> (調整後的 R <sup>2</sup> )	△R <sup>2</sup> =0.13	△R <sup>2</sup> =0.28	△R <sup>2</sup> =0.30