



教學計劃表 Syllabus

| | | | | |
|---|--|-----------------------------|---------------------------------|------------------------------------|
| 課程名稱(中文) Course Name in Chinese | 社會心理學研究 | | 學年/學期 Academic Year/Semester | 112/1 |
| 課程名稱(英文) Course Name in English | Seminar in Social Psychology | | | |
| 科目代碼 Course Code | CP__58480 | 系級 Department & Year | 碩士 | 開課單位 Course-Offering Department |
| | | | | 諮商與臨床心理學系 |
| 修別 Type | 選修 Elective | 學分數/時間 Credit(s)/Hour(s) | 3.0/3.0 | |
| 授課教師 Instructor | /李沐齊 | | | |
| 先修課程 Prerequisite | | | | |
| 課程描述 Course Description | | | | |
| 藉由深度探討社會心理學領域之主要議題，本課程預期達成下述三項課程教學目標：(一) 對於當代社會心理學知識，擁有更廣泛而深入的瞭解；(二) 對於現代社會中的人文現象，能以社會心理學的角度予以合理解讀、詮釋、並進行整合批判；(三) 能將課程所學加以運用、構思與發展研究計畫。 | | | | |
| 課程目標 Course Objectives | | | | |
| 圖示說明 Illustration : ● 高度相關 Highly correlated ○ 中度相關 Moderately correlated | | | | |
| 授課進度表 Teaching Schedule & Content | | | | |
| 週次 Week | 內容 Subject/Topics | | | 備註 Remarks |
| 1 | Course Introduction | | | 9/12 |
| 2 | Special Topics (I) | | | 9/19 |
| 3 | Special Topics (II) | | | 9/26 |
| 4 | Special Topics (III) | | | 10/3 |
| 5 | --- Holiday --- | | | 10/10 |
| 6 | Special Topics (IV) | | | 10/17 |
| 7 | Special Topics (V) | | | 10/24 |
| 8 | Special Topics (VI) | | | 10/31 |
| 9 | ----- Midterm Exam Week ----- | | | 11/7 |
| 10 | Special Topics (VII) | | | 11/14 |
| 11 | Special Topics (VIII) | | | 11/21 |
| 12 | Special Topics (IX) | | | 11/28 |
| 13 | Special Topics (X) | | | 12/5 |
| 14 | ---- Research Proposal/Review Article Presentation (Oral Presentation) (I) ---- | | | 12/12 |
| 15 | ---- Research Proposal/Review Article Presentation (Oral Presentation) (II) ---- | | | 12/19 |

| | | |
|----|---|-------|
| 16 | ---- Research Proposal/Review Article Presentation (Oral Presentation) (III) ---- | 12/26 |
| 17 | ----- Final Exam Week ----- ----- Final Research Proposal/Review Article ----- | 1/2 |
| 18 | ----- n/a ----- | n/a |

教學策略 Teaching Strategies

- 課堂講授 Lecture
 分組討論 Group Discussion
 參觀實習 Field Trip
 其他 Miscellaneous:

教學創新自評 Teaching Self-Evaluation

創新教學 (Innovative Teaching)

- 問題導向學習 (PBL)
 團體合作學習 (TBL)
 解決導向學習 (SBL)
 翻轉教室 Flipped Classroom
 磨課師 Moocs

社會責任 (Social Responsibility)

- 在地實踐 Community Practice
 產學合作 Industry-Academia Cooperation

跨域合作 (Transdisciplinary Projects)

- 跨界教學 Transdisciplinary Teaching
 跨院系教學 Inter-collegiate Teaching

- 業師合授 Courses Co-taught with Industry Practitioners

其它 other:

學期成績計算及多元評量方式 Grading & Assessments

| 配分項目 Items | 配分比例 Percentage | 多元評量方式 Assessments | | | | | | | |
|----------------------------------|--------------------|--------------------|----------|----------|----------|----------|----------|----------|---|
| | | 測驗 會考 | 實作 觀察 | 口頭 發表 | 專題 研究 | 創作 展演 | 卷宗 評量 | 證照 檢定 | 其他 |
| 平時成績 General Performance | 60% | | | ✓ | ✓ | | | | class participation: including attendance, group discussion, and contribution of ideas during classes, etc. |
| 期中考成績 Midterm Exam | | | | | | | | | N/A |
| 期末考成績 Final Exam | | | | | | | | | N/A |
| 作業成績 Homework and/or Assignments | 40% | | | ✓ | ✓ | | | | |
| 其他 Miscellaneous (_____) | | | | | | | | | |

評量方式補充說明

Grading & Assessments Supplemental instructions

評量標準：

(一) 平時成績：60%

1. 平時paper閱讀口頭報告、分享、討論：

第 2~13 週 (共10個報告週次) 為同學帶領paper 閱讀時間。導讀者可以選擇準備ppt 或講義協助帶領討論過程，無硬性規定。重點是做paper簡介並點出研究問題核心、進行評論並帶領深入討論，老師會在過程中及最後進行回饋與講評。

每人負責口頭報告約兩篇。一篇為老師建議書單，另一篇由同學自選與研究興趣相關、並與老師事先討論評估適用後決定之。(自選之paper：請於報告最晚兩週前與老師討論。)

時間規劃：

一週討論兩篇papers~

paper簡介約40 mins；評論與討論約30 mins。

2. 期末口頭報告 (擇一形式)

研究計畫 / 綜合評論

(research proposal / review article)

第 14~16 週為個人「研究計畫 / 綜合評論」之口頭報告分享時間。

(報告時間等規劃細節再依總修課人數而定。)

(二) 期末作業成績：40%

研究計畫 / 綜合評論 (擇一形式)

中英撰寫皆可。除了關於行高規定之外，請使用 APA 格式撰寫。

篇幅：無硬性規定，重點是能表達出你的理念與論述的完整性。

建議：單行間距—內文8-10 頁。1.5行高—內文12-15頁。

教科書與參考書目 (書名、作者、書局、代理商、說明)
Textbook & Other References (Title, Author, Publisher, Agents, Remarks, etc.)

文獻閱讀：

- (1) Ai, A. L., Raney, A. A., & Paloutzian, R. F. (2023). Perceived spiritual support counteracts the traumatic impact of extreme disasters: Exploration of moderators. *Psychological Trauma: Theory, Research, Practice, and Policy*, 15(2), 199 - 209.
- (2) Cross, S. E., Morris, M. L., & Gore, J. S. (2002). Thinking about oneself and others: The relational-interdependent self-construal and social cognition. *Journal of Personality and Social Psychology*, 82(3), 399 - 418.
- (3) Heinrich, L. M., & Gullone, E. (2006). The clinical significance of loneliness: A literature review. *Clinical Psychology Review*, 26(6), 695 - 718.
- (4) Wang, C. C. D., & Mallinckrodt, B. (2006). Acculturation, attachment, and psychosocial adjustment of Chinese/Taiwanese international students. *Journal of Counseling Psychology*, 53(4), 422 - 433.
- (5) Charoensukmongkol, P. (2016). Mindful Facebooking: The moderating role of mindfulness on the relationship between social media use intensity at work and burnout. *Journal of Health Psychology*, 21(9), 1966 - 1980.
- (6) Yu, S. C. (2022). The more covid-19 information we shared; the more anxious we got? The associations among social media use, anxiety, and coping strategies. *Cyberpsychology, Behavior, and Social Networking*, 25(12), 776 - 783.
- (7) Alonzo, R., Hussain, J., Stranges, S., & Anderson, K. K. (2021). Interplay between social media use, sleep quality, and mental health in youth: A systematic review. *Sleep Medicine Reviews*, 56, 101414.
- (8) Pavic, K., Chaby, L., Gricourt, T., & Vergilino-Perez, D. (2023). Feeling virtually present makes me happier: The influence of immersion, sense of presence, and video contents on positive emotion induction. *Cyberpsychology, Behavior, and Social Networking*, 26(4), 238 - 245.
- (9) Lee, E. J., Lee, W., & Bae, I. (2023). What Is the Draw of the Metaverse? Personality correlates of Zepeto use motives and their associations with psychological well-being. *Cyberpsychology, Behavior, and Social Networking*, 26(3), 161 - 168.
- (10) van Heugten-van der Kloet, D., Cosgrave, J., van Rheede, J., & Hicks, S. (2018). Out-of-body experience in virtual reality induces acute dissociation. *Psychology of Consciousness: Theory, Research, and Practice*, 5(4), 346 - 357.

The Research Paper List will be announced in class.

課程教材網址(含線上教學資訊,教師個人網址請列位於本校內之網址)
Teaching Aids & Teacher's Website(Including online teaching information.
Personal website can be listed here.)

Google 雲端

其他補充說明 (Supplemental instructions)

* Any information in this Syllabus is subject to change and will be announced in class.