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| • 英文關鍵字 | high-risk adolescence；Parent education；depression disorder；suicide behavior；prevalence |
| • 中文摘要 | 本研究爲一年的前驅研究，著重調查憂鬱症高關懷青少年的盛行率及相關因素的探討，以預防青少年的憂鬱症和自殺行爲及其他問題行爲。研究目的爲：1.探討青少年憂鬱症之疾病盛行率及其影響之相關危險因素。2.發展高關懷青少年憂鬱症學生及家庭進行親職教育的介入處遇方案。因此，依據行政院衛生署國名健康局 92 年度科技研究發展重點兒-8 提出本計畫。採用量化及質化研究方法，調查青少年憂鬱症的盛行率及相關影響的危險因素，進而提出高關懷（高危險）學生、家長及教師對於親職教育的看法與需求。針對台北市各行政區的國民中學學生，以抽取率與單位大小成比例的多階段集體抽樣的方法進行調查，結果發現：1.本研究對象的重度憂鬱症點盛行率爲 5.05%。2.男生 BDI 平均得分低於女生，男生的差異程度較女生低。3.當家中成員有憂鬱症疾病史時，研究對象爲重度憂鬱症者，所佔比例爲高。4.本研究對象 BDI-II 量表得分在不同人口屬性的差異，結果顯示『父母的婚姻狀況』、『在家中的排行』、以及『家人是否有憂鬱症的家庭疾病史』具有統計上顯著的差異。5.家庭關懷度與 BDI-II 憂鬱症狀總分有統計上顯著的相關，且呈現負相關。6.BDI-II 憂鬱症狀總分評量結果分成四組，可以看到重度憂鬱症組的家庭關懷度得分平均值爲最低，次之爲中度憂鬱組，再次爲輕度憂鬱組。7.研究對象獲得社會支持的來源主要爲家人，其次爲同學，最後爲師長。8.研究對象獲得社會支持的方式以訊息性支持最多，其次爲工具性支持，最後爲情緒性支持。9.社會支持的方式與 BDI-II 憂鬱症狀總分有統計上顯著的相關，且呈現負相關。10.社會支持的來源與 BDI-II 憂鬱症狀總分亦有統計上顯著的相關，且呈現負相關。11.簡式性格量表各項度的得分皆與 BDI-II 憂鬱症狀總分有統計上顯著的相關，『神經質』與憂鬱症狀呈現正相關；而『外向性』得分與憂鬱症狀呈現負相關；『社會期許』與憂鬱症狀呈現負相關。12.中學生生活壓力以學業壓力的平均得分爲最高，其次分別爲家庭壓力、經濟物質需求壓力、同學相處壓力、環境壓力，而以異性交往壓力爲 |

最低。13.不同年級研究對象的中學生生活壓力得分有統計上顯著的差異。14.策略因應與 BDI-II 憂鬱症狀總分有統計上顯著的相關，『直接行動』因應與憂鬱症狀呈現負相關；『緩和延遲』因應與憂鬱症狀呈現正相關；『傷害性因應』因應與憂鬱症狀呈現正相關。希望藉此對青少年憂鬱症的探討與瞭解，可建構一有效的防治方案，並可做爲我國未來制訂兒童及青少年相關政策之參考。

- 英文摘要

This pilot study had two projects: the investigation of prevalence rate of and risk factors related to depression. This project would study junior high school students selected from all Taipei high schools by using probability proportional to size(PPS) method and would also involve their teachers. The aims of the study included to investigate the prevalence rate of depressive disorder, to examine high-risk factors related to depression, to develop family education program. In the program, the survey questionnaire of Beck Depression instrument (BDI-II) and diagnostic interview will be used to identify the students who meet the criteria of depression. The in-depth interview with students, their parents and their teachers would be conducted to explore the risk factors related to depression. The questions would be asked in the interview regarding their ideas about the nature of depression and mental health, their perceive appropriate resources for students. The results of the data analysis revealed that: 1) The point of prevalence of major depressive disorder was 5.05% 2) Boys the average of Beck Depression score is lower than the girls, boys?? difference degree compares girls?? to be low. 3) When family members have the psychiatric history, the research object below to the major depression, accounts for the proportion to be high. 4) This research object Beck Depression score points in the different population attribute difference, finally demonstrated "parents' marital status", "in home's rank", as well as "family member whether does have the depression the family psychiatric history" to have in the statistics reveals the difference. 5) The significant negative correlation was showed between the Family APAGA score and the Beck Depression score. 6) Beck Depression score comments the quantity result to divide into four groups, we can see the Family APAGA score of the major depression group points the mean value to be lowest, is next for the moderate depression group, once more for mild depression group. 7) The objects obtain the society supports mainly come from are the family members, next are the schoolmates, finally are teachers. 8) The object obtains the way of the society supports by the message support to be most, next for tool support, finally for emotional support. 9) The significant negative correlation was showed between the way of the social support score and Beck Depression score. 10) The significant negative correlation was showed between the source of the social support score and Beck Depression score. 11) The significant correlation was showed between the Maudsley Personality Inventory and Beck Depression score. The significant positive correlation was showed between "nervousness" and Beck Depression score; the significant negative correlation was showed between "extroversion" and Beck Depression score; the significant negative correlation was showed between "social expectation" and Beck Depression score. 12) The Stress of Live Event for Adolescent Scale was showed the average of "the studies pressure " is the most of high, next respectively be "the family pressure", "the economical material demand pressure", " the pressure of contract with the schoolmates ", "the environment pressure", but as is lowest take the opposite "sex contact pressure". 13) The Stress of Live Event for Adolescent Scale of different grades high-school students reveal the significant difference . 14) The

significant correlation was showed between the Coping Strategies and Beck Depression score. The significant negative correlation was showed between " the direct action" and Beck Depression score; the significant negative correlation was showed between " relaxes the detention " and Beck Depression score; the significant negative co