

changing physical activity behavior has been recognized.

Jim Prochaska and his associates have developed a transtheoretical model of behavior change as one attempt to view behavior change in a more dynamic way. This model holds that in making a health-related behavior change, such as changing from a sedentary to an active lifestyle, change proceeds through a series of stages. In addition, individuals use a number of common behavioral and experiential (cognitive) processes in making these changes. Different processes are more useful at different stages. Initial research indicates that interventions to assist individuals to become regularly active will be more effective if they target the processes that are most pertinent to the stage of change of the target group. It appears that such stage-targeted interventions might be particularly useful in working with fairly large populations or institutional groups. At the individual level, a more clinical, in-depth approach is indicated.

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**SPOUSE ABUSE.** See Domestic Violence.

**SPRANGER, EDUARD** (1882–1963), German philosopher, pedagogue, and psychologist. During his professorship of philosophy in Leipzig (1911–1920), Spranger (1914/1928) published an influential monograph on personality psychology and its connection to ethics. As a professor of philosophy and pedagogy in Berlin (1920–1946), he published in 1924 a widely successful developmental treatise on the psychology of young people. Spranger was a prolific and respected writer, not only in psychology, philosophy, and education, but also in political and cultural studies (Spranger, 1969–1980).

Spranger was a student of Wilhelm Dilthey, the German philosopher who emphasized the autonomy of the *Geisteswissenschaften* ("cultural sciences") against the natural sciences. Spranger, incorporating German classical philosophy (particularly that of G. W. F. Hegel), drew on Dilthey for his elaboration of a *geisteswissenschaftliche* psychology. Spranger conceptualized a psychological performance as part of a meaningful life totality that requires knowledge and "understanding" of the psychological-mental whole. The term he used, *verstehen* ("to understand"), does not denote the act of sympathizing with another person, but refers to transcending the immediate consciousness of the individual's psyche and grasping mental structures as meaningful in cultural relations, while providing objectively valid knowledge.

Using a *verstehende* psychology, Spranger (1914/1928) proposed in his personality psychology six ideally basic types of individuality. Each type fulfills the quality of a Gestalt and corresponds to an ethical system. The theoretical type accords with the ethics of general legality and the value of objectivity; the economic type with utilitarian ethics and the value of utility; the

aesthetic type with the ethics of inner form and the value of proper form and harmony; the social type with the ethics of helpful love and loyalty; the political type with the ethics of a will to power; and the religious type with the ethics of blessedness in God. Spranger argued that his system of types has implications for research and practical life, and that individuals may not belong exclusively to one type because mixed and historically determined types exist.

In his developmental psychology, Spranger (1924) offered a holistic characterization of adolescence (from age 13 to 19 for girls, and 14 to 22 for boys). Adolescence is characterized, in general, by the discovery of a self, the emergence of a life plan, and the growth of the adolescent into different domains of human life. Using material from history, literature, and the method of understanding, Spranger describes, in a detailed manner, the fantasy and creativity of adolescents, pubertal eroticism and sexuality, the ethical and social development of youth, and the legal, political, ideological, work-related, and religious consciousness of young people. As with his personality psychology, Spranger identifies several different types of adolescent emotions, in the domains of "life" and the "ego."

The Americanization of West German psychology after World War II led to a decline of the *geisteswissenschaftliche* psychology in Germany. From a contemporary psychological point of view, Spranger's approach would not be considered scientific because it is based mainly on philosophical-intellectual authority and the *verstehende* competence of the psychologist. Despite a gender-biased and elitist position, Spranger still offers insights into human psychological life and its complexity.

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**SPURZHEIM, JOHANN G.** See Phrenology.

**STANDARDIZED TESTS.** Psychological assessment is a procedure for evaluating an individual on certain psy-

chological characteristics including (but not limited to) intellectual functioning, personality functioning, and emotional and social functioning. A variety of uses for psychological assessment exist: mental health screening, sanity determinations for court cases, placing children for adoption, school achievement or school problems, learning disabilities, special abilities, career selection, job advancement, hiring for special jobs, and classifying military personnel. The psychologist conducting the assessment uses information from past behavior, present behavior, and psychological tests to arrive at hypotheses. Past history, projective methods, objective methods, and interview material are integrated into the final assessment.

### Historical Perspective

Psychological testing developed from early attempts to identify and classify the mentally deficient. As early as 1838, Jean Esquirol differentiated between various levels of intelligence among individuals by their relative abilities to use language. Francis Galton, using measurement of vision and hearing, muscular strength, and reaction time, was the first experimental psychologist to develop instruments, questionnaires, rating scales, and statistical methods to measure intelligence. The trend to restrict testing to relatively simple and specialized abilities changed when Alfred Binet developed the first scale individual test of intelligence in 1905 (Goldenson, 1970).

Interest in assessment expanded in the early twentieth century with evaluation of intellectual functions and personality traits and characteristics. During this time, Hermann Rorschach developed a method to study personality characteristics using inkblots. In 1920, Woodworth introduced the first formal self-report questionnaire for screening mental health problems. Development of assessment tools continued, between World War I and World War II, with an emphasis on diagnostic techniques and improved statistical methods. Due to the growing demands of mobilizing extensive military operations during World War II, the application of newly developed assessment technologies provided an early foundation for contemporary personality assessment. At this time, psychologists were responsible for the development and further refinement of assessment methods in the areas of pilot and officer candidate selections and potential in learning radio and navigation skills (Corsini, 1994). After World War II, the use of personality tests in personnel selection came to be widely recognized and accepted. Today, psychological assessment plays one of the most central roles in applied psychology.

### Assessment Techniques

Several different techniques are used in psychological assessment.