

Preparation of psychologists of the Ministry of Internal Affairs of Russia to assess the experience of involving subjects in
Consumption of Controlled Substances by ART: Five Years Experience

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Introduction

Vegetative resonance test (ART) since the early 2000s. is used as a method of probabilistic diagnostics for testing (ART) of members of organized groups to identify users of controlled substances (mainly narcotic and drug-containing) [6]. For a number of years, the authors of the article have been training representatives of various structures, mainly with medical and psychological education, incl. to solve such a problem using the methods implemented in the equipment of the IMEDIS Center [1-3, 5]. Since 2012, psychologists of the Ministry of Internal Affairs of Russia have been regularly trained for this (up to 30 people annually). In 2012, the adapted software (software) "IMEDIS-EXPERT for psychologists" was prepared (certificate of state registration of the computer program No. 2013610241). 2013 and 2014 equipment for psychologists is produced ("IMEDIS-EXPERT-PS" and "MINI-Expert-DK-PS", respectively). For three years it was conducted under the advanced training program (144 hours). At present, it is carried out as a mastery of bioresonance psychodiagnostics and psychocorrection (216 hours, including 108 classrooms, of which 96 are practical) within the framework of the section of the professional retraining program "Technologies for ensuring the reliability of a police officer." The training begins with an examination of the basics of the theory of bioresonance, information testing, the device and the capabilities of the equipment. Then VRT is mastered as a condition for further passage of the section. 108 classrooms, of which 96 are practical) in the framework of the section of the professional retraining program "Technologies for ensuring the reliability of a police officer". The training begins with an examination of the basics of the theory of bioresonance, information testing, the device and the capabilities of the equipment. Then VRT is mastered as a condition for further passage of the section. 108 classrooms, of which 96 are practical) in the framework of the section of the professional retraining program "Technologies for ensuring the reliability of a police officer". The training begins with an examination of the basics of the theory of bioresonance, information testing, the device and the capabilities of the equipment. Then VRT is mastered as a condition for further passage of the section.

The basic mastery of ART is initially practiced by identifying the experience of consumption of controlled substances and assumes that teachers understand the peculiarities of the formation of the technique and psychomotor skill of ART in group dynamics. The experience of such work can be useful to interested specialists.

Materials and methods

ART training is organized in two stages with thematic blocks, tasks, exercises, methodological techniques. The first stage of training (9 days, 6-8 academic hours of classes) includes 5 thematic blocks and is devoted to the formation of the technique and the perceived primary psychomotor skill of ART. It is held in a classroom, each classroom of which is designed for 2 people. and is equipped with a set of "MINI-Expert-DK-PS" with a laptop. There is a blackboard and connected to the projector "IMEDIS-EXPERT-PS" for the teacher.

The auditorium is equipped with stands with materials about the principles of equipment operation, the possibilities of its use for solving professional psychological problems. There is a selection of educational literature on paper and electronic media and a demo version of software for psychologists. This allows trainees to independently study theoretical problems and clarify unclear questions from the teacher. In the classroom are used

cassettes for testing narcotic substances and 15–20 open-access drugs containing them alkaloids in various forms.

The first thematic block is devoted to the development of point selection tasks measurements - expanding the scale and mastering the technique of double "pumping". When completing the first task (2 - 3 academic hours), exercises are practiced on organizing a workplace, checking and monitoring equipment performance, observing hygiene and environmental safety rules, understanding and finding a measurement point (TI) from among the terminal biologically active points of the meridians on the hands ; identifying indications for their use and testing for performance; working out the first elements of VRT (entering the TI with the tip of the probe of the active electrode at a certain degree to the plane of the finger and "pumping" the TI with a minimum effort to expand the scale). The trainees help each other and change roles every 20-30 minutes.

After the primary assimilation of the exercises, the second task is worked out in the form of exercises to shift the attention of trainees from "drawing correct curves" to controlling the force of "pumping" the TI; as well as mastering the technique of expanding the measurement scale and double "pumping". To facilitate its assimilation, it is associated with the control of breathing and counting to oneself on the elements of performance: on a calm breath (1-2 sec.) "Pump up" the TI to 11-12 cu. on a scale of measurements; hold the breath (1–2 sec.) to make sure that the TI is working; while inhaling (1–2 sec.), gently press the probe button to "expand" the scale; on a calm exhalation (1–2 sec.), weaken the "pumping"; on a calm breath (1–2 sec.) "pump up" with a controlled previous effort; on a smooth exhalation (1–2 sec.), weaken the "inflation" and smoothly withdraw the probe from the TI.

The second thematic block is devoted to the tasks of fixing techniques the execution of the completed exercises and the initial training of the direct testing technique (basic ART technique) introduced by the teacher from the cassette into the measurement circuit as a load of the test-indicator of the narcotic drug (which one, the trainees do not know) and elements of the psychomotor skill of its execution.

The work takes place in the form of performing tasks in a constantly expanding list from the "window" of the psychoactive substance testing program. Each of them takes up to 30 minutes to complete, while it is recommended to double-check the results by exiting the ART mode in the TI and re-working on it, testing on other TIs, and getting feedback from a partner. After the set time has elapsed, the instructor asks for the result, announces the correct answer and gives the tester a miss or credit. Then the trainees change roles, receive a new task, etc.

Work on assignments introduces an atmosphere of competition, everyone's desire to achieve success. After working out the tasks in the training pair, a brief analysis is carried out, a short break, preparation of the workplace, replacement of one of the trainees in a pair (according to the principle of rotation, so that everyone gets experience of working with everyone).

From the completion of this thematic block to the end of the first stage of training, two methodological techniques are introduced: sequential and / or selective bypass of the trainees by the teacher to work with them in the role of a tester and tested in order to control and form a meaningful work technique; at the end of the working day, a "circle" with a self-report of each about the progress and results of the fulfillment of tasks by him and his partners, emotional states, as well as a methodological analysis of the course of teaching ART.

The third thematic block is devoted to the problem of developing the basic ART technique and elements of his psychomotor skill. It is carried out in the form of tasks, in which a number of changes are made: a daily reduction in the time for solving them by 5 minutes; use of all test pointers from cassettes and drugs. The trainees are given an orientation to complete the thematic block with intermediate control in the form of five test assignments with an overall assessment. On this day (usually Saturday), only assignments are carried out with the announcement of the result and short breaks, as well as a detailed analysis of the work done on the "circle".

The fourth thematic block includes working out two tasks, united by the purpose of "folding" the elements of the technique and psychomotor skill of ART on the eve of practice.

The first task is the acceptance of the "I-image", which destroys the trainees' ideas about the results achieved, prompting them to rethink what is happening and organize their work anew. This is achieved by three methodological techniques.

The first method consists in performing each 2-3 non-standard tasks of testing the test pointer from cassettes closed with paper or wrapped in the aluminum foil of the drug, i. e. absolutely blindly. It excludes the use by trainees of its simplification techniques, and therefore does not add up to the technique and psychomotor skill of ART. What is happening intensifies painful sensations in tried and almost unworkable TIs. Confusion sets in, work is paralyzed. The second technique includes two components: the teacher, as it were, dramatizes the situation with a reminder of the upcoming practice, but does it calmly, which mobilizes the attention of the trainees. The third method consists in a reasoned explanation that what is happening is natural and due to ignoring trainees of their own experience of work on ART. This is where the transition to second task.

The second task is accomplished in three exercises. The first exercise consists in the teacher's methodological analysis of the assignment on any student, indicating typical mistakes and their causes. Then the techniques for restoring the working capacity of the TI are explained and shown, and the ART technique based on the perceived psychomotor skill is demonstrated by the elements. There is a "grasping" of their adequate image. The second exercise focuses on the practical reinforcement of the image. To do this, the trainees are given cassettes with a table of answers for 1.5–2 hours and the task is to work out the elements of the technique and skill of ART on a known test indicator. The third exercise is devoted to their consolidation by practicing 15 minutes. Blind tasks with

announcement of results and written self-reports according to the standardized system-situational analysis (SSA) form [4].

The fifth thematic block completes the first stage of training by practicing two tasks. The first is devoted to the consolidation of the technique and psychomotor skill of ART during the performance of tasks with a written self-report of each of them in the form of SSA. The second is to develop an algorithm for assessing the experience of involving real subjects in the consumption of controlled substances by the ART method in practice.

The second stage of training includes 2 repetitive thematic blocks of 2 days each (the first is ART, the second is the analysis of the results with a written self-report by the trainees in the form of SSA of the best and worst situation of ART). The practice takes place in pairs (test-assistant) at separate workplaces. ART is complemented by semi-structured interviews according to the established template. Before starting work, the person being evaluated is briefly explained its basis (decision of the manager), the essence, the probabilistic nature of the results obtained, and that they are presented to the initiator. Then it is proposed to fill in the voluntary informed consent form with your own hand (Fig. 1). After that, ART is performed (3–7 people by each trainee per day).

ИНФОРМИРОВАННОЕ СОГЛАСИЕ	
Я, нижеподписавшийся _____	
добровольно согласился пройти тестирование показателей своего психофизического благополучия « _____ » 2016 г. на аппаратно-программном комплексе «ИМЕ,ДИС».	
Я получил исчерпывающие разъяснения о цели, процедуре, возможных результатах тестирования. Мне была предоставлена возможность задать вопросы по этому поводу.	
Я полностью удовлетворен полученной информацией.	
Я согласен выполнять инструкции, которые мне будет давать проводивший тестирование специалист.	
Я согласен на использование анонимных результатов тестирования в научных целях.	
Я понимаю, что могу добровольно отказаться от тестирования без объяснения причин.	
Подпись _____	Дата, время _____
Результаты тестирования:	
С результатами согласен (нет) _____	
	Подпись _____
Дата, время _____	

Rice. 1. Voluntary informed consent form for ART

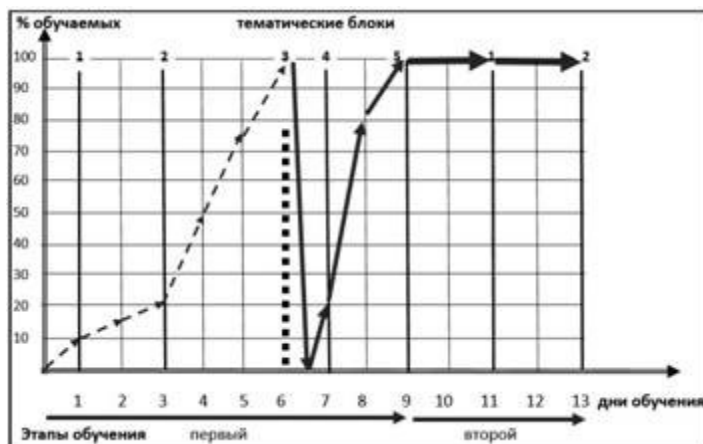
The results obtained are entered into the informed consent form and signed by the test taker with his own hand expressing his consent or disagreement with them. The day of practice ends with a service meeting, at which the trainees inform the initiator about the results of ART with the presentation of completed informed consent forms supplemented with the necessary comments (on the back side).

The development of the second thematic block is complemented by the assessment of other

indicators psychophysical well-being. Quantity assessed increases slightly. On the basis of the results of the two stages of training, each submits a written self-report.

Research results

The dynamics of the formation of ART technique and skill in the group of trainees on the example of 2016 (group of 18 people) is shown in Fig. 2. It can be seen that at the first stage of training, by the end of the first thematic block, in the group mastering the techniques of correct work, several people stand out, who somehow succeed. The natural desire to consolidate success is realized by them through awareness. But it does not yet have adequate matrices for recognizing its terms. The biodynamic and sensory tissue of living movement is also still chaotic and eludes control. Therefore, the constructs produced by consciousness "Success" doom trainees to failure for a long time.



Rice. 2. The dynamics of the formation of ART technique and skill in the group of trainees

With the development of the second thematic block, a few other successful students appear, and the mechanisms of group dynamics (rivalry, leadership, tension, rallying to solve problems, actively looking for ways to simplify it, etc.) are manifested and constantly strengthened. Therefore, it is important for the teacher:

- be authoritative, create and maintain an atmosphere of a positive attitude towards success, encourage healthy leadership and rivalry, and avoid connivance;
- correctly suppress any negative manifestations in training;
- to understand that the success of new learners, due to the same reasons as those of their predecessors, is rather based on the tricks of consciousness (rationalization, logic, simplification, the study of manners and stereotypes of teacher behavior, etc.);
- clearly supervise the development of tasks, leading to a steady increase in so far poorly understood grains of experience and skill.

During the development of the third thematic block, it is important to maintain a positive group attitude, against which the trainees continue to

to develop more and more differentiable elements of experience and psychomotor skill. Their comprehension is more and more impeded by the asked by recognized groupsleaders of teaching are attitudes to use the tricks of consciousness (for example, according to the location of the test pointer introduced into the measurement circuit, it is logically calculated to which substance and in what potency it most likely corresponds; in the same way, the color, shape, size, etc. of the medicinal product are analyzed preparation). It is not constructive to unmask it up to a certain point, because will increase tension in the group, cause aggression, avoidance of work. This is due to the fact that those who have been promoted to leaders by tricks and everyone else cannot achieve sustainable success in any other way. Therefore, at the intermediate control, group pressure encourages everyone to look dignified, i.e. resort to tricks.

The results of the interim control look like a convincing success. In fact, this is the highest stage of the crisis - the Rubicon. His transition with such baggage entails discrediting everything connected with training. Therefore, the fourth thematic block is aimed at ridding students of illusions and the formation of the teacher's truthfulness, the objectivity of the method, and faith in their ART skill based on personal practical experience. Everything sufficient for this already exists in the personal experience of each student. Doubts and anxiety about the upcoming practice get in the way. The fifth thematic block is aimed at overcoming them.

Practice finally convinces everyone that the primary technique and psychomotor skills of ART have been formed. One day of practice is not enough because in the memory of some, periods of ups and downs in learning are fresh, while others are discouraged by success. The practice of the second day may therefore be less productive, and in order to minimize this, it is necessary to expand the scope of the tasks performed.

Discussions and conclusions

The material represents the position of the authors and is controversial. And although many aspects are not disclosed in it and deserve separate consideration, it can be useful for practicing ART specialists and everyone who somehow relates to this. It is partly illustrated by two fragments of the report of one of the most critical-minded learners: "I went through all the stages during the period of learning this block: denial, anger, depression and acceptance. I tried to "feel" the fall of the measurement, get to the bottom of the mechanism of work, did not believe to the last ... There is in this method an amazing and strange reaction of the subjects who make contact at the sight of a psychologist and an apparatus with the principle of operation of an electrical circuit and impulses passing through the body. " The subjects "... were so frank in their stories about the experience of using surfactants that I had the idea if they were playing me. It is unlikely that such an effect would have been if such a provocative and somewhere intimate question were asked simply by a specialist in the framework of a conversation or interview. Therefore, the method is interesting due to the fact that it is new and unknown. But it is livelier than a blank test and is producing results. "

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