Kia ora and welcome to Psychology Aotearoa the official twice yearly publication of the New Zealand Psychological Society. Psychology Aotearoa aims to inform members about current practice issues, discuss social and political issues of importance to psychologists, celebrate the achievements of members, provide a forum for bicultural issues and highlight research and new ideas relevant to psychology. It also aims to encourage contributions from students, hear the views of members and connect members with their peers.

Being part of Psychology Aotearoa

We welcome your contributions to Psychology Aotearoa. We are looking for submissions related to psychology which readers will find stimulating and can engage with. This can include items on practice and education issues, social and political issues impacting on psychology, bicultural issues, research in psychology, historical perspectives, theoretical and philosophical issues, kaupapa Māori and Pasifika psychology, book reviews, ethical issues and student issues.

For more information on making submissions to "Psychology Aotearoa" – go to www.psychology.org.nz/Psychology_Aotearoa

The New Zealand Psychological Society is the premier professional association for psychologists in Aotearoa New Zealand. Established as a stand-alone incorporated society in 1967, it now has over 1500 members and subscribers. The Society provides representation, services and support for its New Zealand and overseas members.

Psychology Aotearoa is the Society’s member-only periodical published twice a year. It contains articles and feature sections on topics of general interest to psychologists including the teaching, training and practice of psychology in Aotearoa New Zealand, research and new developments in psychology, application of psychology to current and social and political issues.

Co-Editor: Fiona Howard
Email: fhoward@auckland.ac.nz
Co-Editor: Dr Pamela Hyde
Ph: 04 473 4883
Email: ExecutiveDirector@psychology.org.nz
Production: Heike Albrecht
The New Zealand Psychological Society
PO Box 25271, Featherston St. Wellington 6146
Tel: 04 473 4884
Fax: 04 473 4899
Email: office@psychology.org.nz

New Zealand Psychological Society website
www.psychology.org.nz

Advertising
For rates and deadlines contact advertising manager: Vicki Hume at office@psychology.org.nz
Phone: 04 473 4884 or visit www.psychology.org.nz/advertising_opportunities
Printed by Metroprint
ISSN 1179-3961 (Print)
ISSN 1179-397X (Online)

Disclaimer
Publication of material in or distribution of material with Psychology Aotearoa does not constitute endorsement by the Society of any views expressed. Equally advertisements are accepted for publication at the discretion of the Editor, having regard to the perceived relevance of the products or services advertised to NZPsS members. Their inclusion does not constitute endorsement by the Society. The Editor reserves the right to edit all copy for publication.

Copyright
© The New Zealand Psychological Society

Contents

President’s Korero 2

President Kerry Gibson reflects on our efforts in relation to biculturalism being recognised in the international arena

Editorial 3

Fiona Howard previews the diverse and rich contributions to this edition of Psychology Aotearoa

NZPsS News 5

NZPsS new life members Helen Jerram, Peter Stanley and John Thickpenny share their psychology career journeys

Psy Ch News 7

Brief reports on psychology and related issues from a range of publications

A Point of View

Working for the environment: The potential use of our psychological expertise – one personal view - Marg O’Brien shares her views on the contribution psychology can make to environmental issues

How to Survive and Thrive in Public Mental Health Services: Mindful Dialectics in Action - David Semp discusses the use of mindful dialectics in surviving and thriving in public mental health services

Forum

What type of professional community would we like to create for newly trained educational psychologists? Discussion Panel – Quentin Abraham (Chair) Anna Priestley, Kristy Lemmon and Jeanette Berman

Women working for a more peaceful world - Reflections on the United Nations Commission on the Status of Women (CSW Byung - 20) from Annette Hannah

Practice: Research, Education

The French Connection- Implications for 21st Century Psychology - Neville Blampied discusses the enduring influence of two great French contributors on contemporary evidence-based practice

Ending Poverty and Inequality! Toward Psychologies of Sustainable Development - Siaatu Alefai-Tajia, Stuart C. Carr, Darrin Hodgetts, Tony Mattson and Clifford van Ommen look at the role of psychology in relation to poverty and inequality

Psychology practice and the law: A framework for practitioners - Heather Heron-Speirs

ENGAGE (Enhancing Neurobehavioural Gains with the Aid of Games and Exercise) - Dione Healey discusses a new intervention aimed at fostering self-regulation in hyperactive/impulsive pre-schoolers

The Role of Psychology in Understanding the Benefits of New Zealand’s Natural Spaces - Mark Healey and Dennis de Jong look at the implications of mobile technologies for professional practice

Interdisciplinary Perspectives

Music therapist Heather Fletcher discusses ways in which music therapy is practised in New Zealand

One on One

NZPsS member Alison Towns reflects on her career in psychology
We have recently been re-investigating our relationships with other international psychology associations to explore how we might better share our resources in areas of common interest. To this end we have had conversations with the new president of the Australian Psychological Society, Mike Kyrios and Lyn Littlefield who is the executive director. We also spoke with Greg Neimeyer who was our host to run the highly successful workshops on the DSM-5 that some of you would have attended. He has an influential role in the American Psychological Association as the Director for Continuing Education and Professional Development. They say size doesn’t matter, but during these conversations it was clear they had not always done well in these areas themselves and spoke about their wish to learn from our experience.

Our strengths in this area have also been upper-most in my mind since recently attending a whakataukī for a task group of the International Congress on Licensure, Certification and Credentialing in Psychology (ICLCCP) which has the ambitious aim of developing competencies for psychologists that can be applied internationally. This task group consists of a number of eminent international psychologists who were invited to hold their meeting in Auckland at the invitation of the two New Zealand-based members; Steve Osborne, CEO of the New Zealand Psychologists Board and Mosana Waitoki who is the Bicultural Director on the executive of the NZPS. Given that members of the task group were nominated from a large international forum, it would be considered an achievement for New Zealand to have any representation at all but to have two members is more than any other country. Mosana was asked to be a part of this group because of her particular knowledge about, and representation of, indigenous issues and culture. Her role has involved some considerable work to ensure that appropriate priority was given to culture and indigenous frameworks in the framing of psychological competencies.

In New Zealand it can sometimes be difficult to see our own achievements – and as a relatively recent arrival I can take no credit for these – but I think it is important to stop sometimes and pat ourselves on the back for what has been accomplished. This is especially important as discussions of biculturalism had a significant impression in the warm hospitality and the sense of connection that went along with it provided a solid basis for the groups’ agreement that culture was fundamental to the development of the Russian Psychological Society. It is a testament to many people, especially those who have done this work on our behalf.

An inspiring example of psychologists applying their own strategies to be more effective is the informal leadership strategies to be more effective is the informal leadership approach described by David Semp to promote team cohesion and mutual respect using the principles of dialectical behaviour therapy within the complex and often conflictual environment of mental health services. David has worked on this approach for many years over the course of his career and we are thankful for his creativity and wisdom. Another example of applying psychological strategies in the more public environmental arena is that presented by Marg O’Brien. Marg asks some hard questions – how to get people to care about the environment and work together with oppositional groups to bring about change? Marg’s perspective is that ‘the country needs psychologists to help bring about these changes’ and in so doing we need to demonstrate our skills in the ‘psycho-social’ aspect of behaviour change as it relates to environmental issues. This creative and innovative approach is courageous indeed.

On another note, Neville Blampied’s keynote address from the 2014 conference provides a useful perspective to our work in relation to what we may ‘count’ as evidence. On another note, Neville Blampied’s keynote address from the 2014 conference provides a useful perspective to our work in relation to what we may ‘count’ as evidence. On another note, Neville Blampied’s keynote address from the 2014 conference provides a useful perspective to our work in relation to what we may ‘count’ as evidence.
Peter Adams’s 2010 book Fragmented Intimacy: Addiction in a Social World with its spidery diagram is a great read for making sense of alcohol and other dependencies and how they impact on family and work life. Lundy Bancroft, Jay Silverman and Daniel Ritchie’s 2012 book The Batterer as Parent: Addressing the Impact of Domestic Violence on Family dynamics is a must read for anyone working with children as is Children at Victims, Witnesses, and Offenders: Psychological Science and the Law, edited by Berre L. Bottoms and colleagues. I also really liked New Versions of Victims: Feminists Struggle with the Concept, edited by Sharon Lamb.

One challenge that you think psychology faces is the family court environment has thrown up huge challenges to psychologists. The professions need to ask whether psychologists in the family court can be experts in all of the areas that they are expected to be when approved for work in the family court. How can expertise be assured?

One thing that psychology has achieved is the profession worked very hard to support the amendments to section 59 of the Crimes Act to ensure that violence towards children could not be used as discipline. The result was a great outcome for children.

Academic psychologists have recognized the strengths of qualitative methodologies, such as critical discourse analysis, which can answer questions that are not possible with quantitative methodologies. I think this is a great achievement.

One aspiration for New Zealand psychology is that New Zealand psychology needs to be much more ethnically diverse in order to meet the needs of the various populations in Aotearoa/New Zealand. The profession needs to attract more Māori, Pasifika, Asian, African, Middle Eastern, disabled peoples and other minority groups into the profession and support them to maintain life-long careers.

One social justice issue psychology should focus on is the prevention of gender-based violence and the associated violence against children. Of course I would say that Promoting gender equity and equity generally would help with primary prevention of gender-based violence.

One big question is What are we going to do about the harmful effects of media to bully and stalk?

One regret is I never really wanted to be a teacher – my father was one and he died before retirement. In more recent years, however, I have thought that I would have liked to have taught more.

One proud moment is When doing research with women survivors of domestic violence I asked them what they thought should be done to prevent such violence. Some of these women spoke of how important it was to have the message that such violence was not acceptable brought right into the home, perhaps through television advertisements. Sometime in the early 2000s Peter Adams, Janet Fanslow and I sat down with some key politicians and policy people and spoke to them about the importance of a mass media campaign aimed at the prevention of domestic violence. We were able to point to the research that we had done on domestic violence prevention to say that the evidence was there to proceed. I like to think that we, along with others, were a small part of the drivers of the very successful It’s Not Okay Campaign. My proud moment was watching the first of the It’s Not Okay Campaign advertisements.

One thing you would change about psychology is I often wonder why psychologists are so rarely in the media. With a few exceptions we seem to be people that prefer to be invisible. But if the profession wants to address social issues or the prevention of mental health problems then it needs to be more outspoken. The profession is made up of thoughtful people, who are very good thinkers and can contribute to important debates.

One piece of advice for aspiring psychologists is Find some very good mentors and learn from them. A good one will support you through the difficult times and be there for you for life.

The Development of the Russian Psychological Society

This article discusses the history of the development of Russian Psychological Society. It describes the basic vectors of scientific and organizational activities of the Russian Psychological Society and especially international collaboration.

Keywords: Russian Psychological Society, research directions, EuroPsy, sport psychology, clinical psychology, educational psychology.

Russian Psychological Society: Main Lines of Development

The Russian Psychological Society (RPS) has a rich history. It was founded on January 24, 1885, on the initiative of M. M. Troitsky and supported by 14 professors from different faculties of Moscow University (currently, Lomonosov Moscow State University) who actually came out as its founders. At their first meeting on January 24, 1885, the founding members elected the Council of the Society, consisting of the President, the Secretary and their deputies for a term of 3 years. At the same meeting, the founding members proposed another 53 candidates for a full membership in the Society. As of today, the RPS has about 5,000 members. The RPS structure includes 62 regional branches and 16 scientific sections, among which young scientist’s section is one of the most essential.

Professional Training of Psychologists in Russia

Russia joined the Bologna process in 1995, and began to implement the Bachelor’s Degree (4 years) + Master’s Degree (2 years) system in 2010. Mention should be made here of the RPS efforts to support this educational model. It is not by coincidence that the first universities to roll out this model, were those which actively participated in the RPS activities: Lomonosov Moscow State University and Saint Petersburg State University, whose training plans place a special emphasis on supervision.

Although the society has existed in Russia for more than one hundred years, Russia still lacks legislative regulation of the professional work of a psychologist. That is why in 2008 the Russian Psychological Society initiated its search for an international standard that would validate the high quality of professional training in Russia as compared with that obtained in other countries. Intensive work began to be carried out to develop the Russian Psychological Society’s relations and integration with the European Federation of Psychologists’ Associations (EFPA).

On its way to the EuroPsy certificate the RPS faced a number of difficulties, the overcoming of which was made possible only because of the RPS’s unity and EPFAs...
positive experience. Over the past five years, the RPS has made significant progress in getting psychology recognized by both public and administrative bodies. This can be evidenced in the high status of the guests arriving to the RPS Congress in 2012, among whom were the Russian Emergency Minister S.K.Shiigui, the Russian Deputy Minister of Education L.M.Remorenko, the Ambassador of Switzerland in Russia P. Hélig, the Minister-Counselor for the public affairs of the US Embassy in Russia M. Hudson and others, and the greetings which were sent to the RPS address by the Russian President Vladimir Putin, the Russian President of the Academy of Sciences Yu.S.Osipov, Chairman of the State Duma S.E. Naryshkin and others. (Zhuravlev, Zinchenko et al., 2012)

Within a relatively short period of its history it has seen the emergence for Russia’s first quarterly journal on psychology, which is fully published in English - Psychology in Russia. State of the Art (www.psychologyinnussia.com). The journal figures prominently in prestigious international indexes and citation databases (Scopus, Psyche, etc.). To date, only 60% of its readership is Russian specialists. Currently, RPS members take an active part in various councils, committees and working groups held by the European Federation of Psychological Associations which again attests to the unique experience the RPS has gained recently. In 2014, the European Federation of Psychologists’ Associations awarded its first 100 EuroPsy certificates to Russian psychologists.

Main Vectors of Scientific Development

Although the Russian Psychological Society is represented by a large number of research areas, organized in the form of 16 scientific sections, we will focus in greater detail on those which are the most relevant.

Clinical Psychology and Neuropsychology

Clinical psychology is a rapidly expanding field of Russia’s psychological science. It emerged as an independent field of psychological theory and practice back in the early 20th century and is associated with the names of such prominent Russian physiologist and psychologists as S.S. Korsakov, V.M. Bekhterev, I.P. Pavlov, L.S. Vygotsky, A.N. Leontiev, A.R. Luria, B.V. Zeigarnik, V.N. Myasishchev. The development of clinical psychology in Russia, the main sections of which include neuropsychology and pathopsychology, is due to consistent implementation of L.S. Vygotsky’s cultural and historical theory (Vygotsky, 1999a, 1999b, 1997a, 1997b; et al.), A.N. Leontiev’s activity approach (Leontiev, 1978) and V.N. Myasishchev’s theory of relations (Myasishchev, 1960). Following Vygotsky’s ideas and developing them in a creative way, A.R. Luria, the founder of Russian neuropsychology, has elaborated a psychological theory of systemic and dynamic localization of higher psychological functions (HPF) and a qualitative neuropsychological approach to the analysis of their disorders in patients, which allows to fine-tune characterization of specific mechanisms of HPF development and functioning (Luria, 1969, 1973). Today, this approach is being actively pursued in Russia by the works of A.R. Luria’s disciples and followers. He has had a significant impact on neuropsychology throughout the world. Currently, efforts are under way abreast to create tests that combine the merits of both qualitative and quantitative approaches in neuropsychology. A.R. Luria’s research results are used in its test version, adapted by A. L. Christensen (Christensen, 1975); in sections of the Luria-Nebraska test (Golden, 1980; Golden, Hammeke, Putih, 1981); in the renown HPF test methods for children - NEPSY (Korkman, Kirk, Kemp, 1997; Cheie et al., 2015). A.R. Luria’s ideas were reflected in the widely used Kaufman-ABC psychometric battery (Kaufman, Kaufman, 1983). The well-known procedural approach, according to its creators, was built under the influence of Luria’s ideas (Kaplan, 1988; Milberg, Hebben, Kaplan, 1986). The analysis of results conformity of different tests proposed by Ida Sue Baron (convergence profile analysis) is close to the method of neuropsychological syndrome analysis developed by A.R. Luria (Baron, 2004).

Development of the psychological syndrome analysis methods in the works by L.S. Vygotsky and A.R. Luria opened up tremendous opportunities for methodological research in the field of clinical psychology in twentieth century Russia. The Vygotsky - Luria syndrome analysis methodology has stood the test of time and proven heuristic not only in neuropsychiatry, but also in solving theoretical and applied problems in psychopathology (Zeigarnik, 1965, 1972; Lebedinsky, 2003; Nikolayeva, 2011; Sokolova, 2012; et al.); it is increasingly used in psychosomatics and psychological pathology (Tkhostov, 2002; Nikolayeva, Arina, 2003; Zinchenko, 2003; Nikolayeva, 2009), as well as in the development of psychotherapeutic approaches and strategies of psychological counseling. The above directions are being intensively developed in Russia today.

The results of recent specialized studies in Russia have revealed a wealth of methodological possibilities for the Vygotsky-Luria psychological syndrome approach in clinical psychology at the present stage of development of scientific knowledge. This has been made possible thanks to the fact that methodologically the principles of the Vygotsky-Luria syndrome approach meet modern scientific standards, above all, in their readiness to take the understanding and study of psychology as an open self-sustaining system (Strygin, 2003; Mezzich et al., 2013; Perichko, Zinchenko, 2014a, 2014b, 2014c; Zinchenko, Perichko, 2012a, 2012b, 2013, 2014; Zinchenko, Perichko, & Martynov, 2013; Zinchenko et al., 2013).

In line with the methodological traditions of A.R. Luria, the psychological syndrome analysis psychological diagnostics makes it possible to obtain diagnostic information needed for a structural and genetic analysis of complex clinical and psychological phenomena, identify methodological possibilities of L.S. Vygotsky’s cultural and historical theory and, as a result, for ‘a detailed diagnosis’. This makes psychological diagnostic data available to medicine, which focuses more and more on providing a holistic study of an ailing individual, addressing the issues of rehabilitation, prevention, and greater treatment compliance (Sadler, 2005; Mezzich, 2007; Salloum, Mezzich, 2009; Mezzich et al., 2010, 2013; Zinchenko et al., 2013; et al.).

Modern medicine has challenged clinical psychology with increasingly complex tasks, the productive solution to which requires a new perspective not only on psychological diagnostics, but also on mental health issues in general. This approach could be based on the traditions of Russian clinical psychology and medicine that reflect their humanistic orientation, with special attention on the patient’s holistic personality and a stronger emphasis on its specifics in rehabilitation and reconstruction processes, as well as on the rich methodological possibilities of L.S. Vygotsky’s cultural and historical theory. Attempts to create such an approach in clinical psychology as part of the postnonclassical model of scientific rationality are already being made and require further elaboration (Mezzich et al., 2013; Zinchenko et al., 2013).

The Russian Psychological Society in conjunction with the Russian public organization League for the Nation’s Health has put into the pipeline a series of pilot projects to promote a healthy lifestyle for the populace, to prevent tobacco smoking, to re-socialize those addicted to psychoactive substances: ‘The First Open Russian Student Competition of Social Advertising and Social Projects Russia Without Tobacco’, ‘Developing Methods of Social and Psychological Monitoring of Smoking among Students’, ‘Psychological Support for Rehabilitation and Prevention of Drug Addiction’, ‘Health Psychology: Innovations in Science, Education and Practice’, ‘Psychological Support and Rehabilitation of those Addicted to Psychoactive Substances at Different Stages of Medical and Social Rehabilitation’. The RPS participates in the annual forum and exhibition ‘Health of the Nation is the Basis of Russia’s Prosperity’ which is the country’s largest interagency event promoting health protection and healthy lifestyles. In 2013 the Ministry of Health introduced the position of a leading medical psychologist, which will help to further psychology in this direction, too.

Psychophysiology

One of the objectives in psychophysiological research is to provide a comprehensive psychophysiological study of the mechanisms of mental processes (perception, attention, memory, thinking, consciousness) and states (emotions, stress). Studies are conducted in humans and animals (apes, simple nervous systems) according to the Man-Neuron-Model using methods of psychophysiology, EEG, FMRF and neurophysiology. The main direction of the research activities is to develop a new approach in psychophysiology - vector psychophysiology. This concept brings together the ‘detectors’ and ‘ensemble’ theories of information coding in the neural networks of the brain within a single consistent system of concepts (Sokolov, 2003, 2010). According to this concept, the vector coding principle applies to the neural mechanisms of actuating and modulating mechanisms (Chernozorov, Sokolov 2010). The vector approach to the coding of external signals, training and management of reactions makes it possible to integrate neural mechanisms and psychological patterns into a single consistent model of a psychological process under intervention (Mezzich et al., 1989; Izmalkov, Chernozorov 2010).

Intensive research is now underway to study the brain’s rhythmic mechanisms that modulate the processes of information encoding at sensory and actuating levels. These studies are focused on the gamma rhythm and similar FMRF activation mechanism involved in all sensory and cognitive processes (Danilova, Lukyanchikova 2009).

The themes of applied research deal with the development and improvement of methods of biofeedback, detection of hidden knowledge, diagnosis and correction of human stress and functional states, etc. Methods for preventing and treating stress disorders and psychosomatic disorders of different genesis have been proposed based on the research results (Daniel 1992; Lebacheva et al. 2013).

Sports Psychology

The development of sport psychology...
is closely linked with sport achievements in the former USSR and today’s Russia. Sport psychology was given a new impetus in the 2000s when it acquired the status of a unit incorporated into Russia’s Federal Medical-Biological Agency, and sports psychologists were formerly put on the staff of youth sports schools. This, in turn, focused the scientific community’s attention on the training of sports psychologists and the introduction of specializations in the field of sport psychology; e.g., at Lomonosov Moscow State University in 2008.

Sports psychology is an important focus of the Russian Psychological Society. The research conducted has allowed the introduction of psychological practice in the training of athletes of various skill levels enabling to highlight the possibilities of psychological science against the background of past and future major sporting events. The cooperation between the Russian Psychological Society and sports federations, youth sports schools resulted not only in numerous scientific publications, but also in the actual achievements of the Russian national teams in such fields as archery, synchronized swimming, wrestling, boxing and others. (Sports Psychology, 2011)

Particularly noteworthy is the use of modern technologies in training athletes. “Thus, the research made provides data on the use of a specially designed device “Chronoscope-2006” (Bespalov, Leonov, 2008), which allows diagnosis of athletes’ temporal perception. Individual characteristics of the athlete’s ‘sense of timing’ have been developed as part of the research. The proposed method for diagnosis of time perception in synchronized swimming allows the definition of the rate of silent counting or athletes’ sense of rhythm by objective parameters. It is used by experts from the Netherlands, Switzerland, France, Czech Republic, Japan, South Africa, Turkey, Azerbaijan, Belarus, Ukraine, Israel, USA, China, etc.” (Grushko, Leonov, 2014; Veraksa et al., 2014). The Russian approach to the problems of educational psychology is analyzed in current monographs and special issues of journals (Veraksa, 2011; Veraksa, van Oers, 2011; Zaporozhets, Davydov, 2012). The development of educational standards for primary schools in conjunction with the Ministry of Education and Science of the Russian Federation and the Federal Institute for Educational Development, featuring psychology as a methodology for building an educational process.

Particularly noteworthy is the use of modern technologies in training athletes. “Thus, the research made provides data on the use of a specially designed device “Chronoscope-2006” (Bespalov, Leonov, 2008), which allows diagnosis of athletes’ temporal perception. Individual characteristics of the athlete’s ‘sense of timing’ have been developed as part of the research. The proposed method for diagnosis of time perception in synchronized swimming allows the definition of the rate of silent counting or athletes’ sense of rhythm by objective parameters. It is used by experts from the Netherlands, Switzerland, France, Czech Republic, Japan, South Africa, Turkey, Azerbaijan, Belarus, Ukraine, Israel, USA, China, etc.” (Grushko, Leonov, 2014; Veraksa et al., 2014). The Russian approach to the problems of educational psychology is analyzed in current monographs and special issues of journals (Veraksa, 2011; Veraksa, van Oers, 2011; Zaporozhets, Davydov, 2012). The development of educational standards for primary schools in conjunction with the Ministry of Education and Science of the Russian Federation and the Federal Institute for Educational Development, featuring psychology as a methodology for building an educational process.

Particularly noteworthy is the use of modern technologies in training athletes. “Thus, the research made provides data on the use of a specially designed device “Chronoscope-2006” (Bespalov, Leonov, 2008), which allows diagnosis of athletes’ temporal perception. Individual characteristics of the athlete’s ‘sense of timing’ have been developed as part of the research. The proposed method for diagnosis of time perception in synchronized swimming allows the definition of the rate of silent counting or athletes’ sense of rhythm by objective parameters. It is used by experts from the Netherlands, Switzerland, France, Czech Republic, Japan, South Africa, Turkey, Azerbaijan, Belarus, Ukraine, Israel, USA, China, etc.” (Grushko, Leonov, 2014; Veraksa et al., 2014). The Russian approach to the problems of educational psychology is analyzed in current monographs and special issues of journals (Veraksa, 2011; Veraksa, van Oers, 2011; Zaporozhets, Davydov, 2012). The development of educational standards for primary schools in conjunction with the Ministry of Education and Science of the Russian Federation and the Federal Institute for Educational Development, featuring psychology as a methodology for building an educational process.

Particularly noteworthy is the use of modern technologies in training athletes. “Thus, the research made provides data on the use of a specially designed device “Chronoscope-2006” (Bespalov, Leonov, 2008), which allows diagnosis of athletes’ temporal perception. Individual characteristics of the athlete’s ‘sense of timing’ have been developed as part of the research. The proposed method for diagnosis of time perception in synchronized swimming allows the definition of the rate of silent counting or athletes’ sense of rhythm by objective parameters. It is used by experts from the Netherlands, Switzerland, France, Czech Republic, Japan, South Africa, Turkey, Azerbaijan, Belarus, Ukraine, Israel, USA, China, etc.” (Grushko, Leonov, 2014; Veraksa et al., 2014). The Russian approach to the problems of educational psychology is analyzed in current monographs and special issues of journals (Veraksa, 2011; Veraksa, van Oers, 2011; Zaporozhets, Davydov, 2012). The development of educational standards for primary schools in conjunction with the Ministry of Education and Science of the Russian Federation and the Federal Institute for Educational Development, featuring psychology as a methodology for building an educational process.

Particularly noteworthy is the use of modern technologies in training athletes. “Thus, the research made provides data on the use of a specially designed device “Chronoscope-2006” (Bespalov, Leonov, 2008), which allows diagnosis of athletes’ temporal perception. Individual characteristics of the athlete’s ‘sense of timing’ have been developed as part of the research. The proposed method for diagnosis of time perception in synchronized swimming allows the definition of the rate of silent counting or athletes’ sense of rhythm by objective parameters. It is used by experts from the Netherlands, Switzerland, France, Czech Republic, Japan, South Africa, Turkey, Azerbaijan, Belarus, Ukraine, Israel, USA, China, etc.” (Grushko, Leonov, 2014; Veraksa et al., 2014). The Russian approach to the problems of educational psychology is analyzed in current monographs and special issues of journals (Veraksa, 2011; Veraksa, van Oers, 2011; Zaporozhets, Davydov, 2012). The development of educational standards for primary schools in conjunction with the Ministry of Education and Science of the Russian Federation and the Federal Institute for Educational Development, featuring psychology as a methodology for building an educational process.


Zeigarnik, B. V., & Zinkhoven, Yu. P. (2011). The latest contribution under the JK banner. Depression awareness in New Zealand has been greatly enhanced by JK’s limitless energy and influence in this area. The National Depression Initiative continues to thrive with JK as the public face of their campaigns and programmes, and I see that the NZCCP has confirmed him as their Patron. There are stories circulating of ‘staunch kwi blokes’ visiting their family doctors advising a ‘touch of the Jks’. Maybe a few barriers are being eroded by the presence of both a strong role model and a rela...