

Name: Yifat Levi

Date: 1/10/2025

CURRICULUM VITAE

Yifat Levi, Lecturer, Resercher and Clinical Neuropsychologist, license no. 27-108442

Personal Details

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Higher Education

Period of Study	Name of Institution and Department	Degree	Year of Approval of Degree
2009-2013	Department of Psychology, Bar-Ilan University, Israel.	Ph.D.	2014
2004-2007	Rehabilitation Neuropsychology, Department of Behavioral Sciences, Ben-Gurion University, Israel.	M.A. (Magna cum laude)	2007
2000-2003	Department of Brain Sciences, Bar-Ilan University, Israel.	B.Sc. (Summa cum laude)	2003

Offices in Academic Administration

2023-2025: Head of Psychology & Health Division; Department of Multi-Disciplinary Studies, Kinneret College.

2019-Now: Sexual Harassment Prevention Commissioner, Kinneret College.

2017-2020: Head of Psychology Division; Department of Multi-Disciplinary Studies, Kinneret College.

2018-2020: Academic advisor; Department of Behavioral Sciences, Kinneret College.

Academic Ranks and Tenure in Institutes of Higher Education

Dates	Name of Institution and Department	Rank / Position
2017–present	Kinneret College, Department of Psychology and Department of Multi-Disciplinary Studies	Lecturer
2014-2017	Kinneret College, Department of Behavioral Sciences and Department of Multi-Disciplinary Studies	Adjunct Lecturer
2014-2016	Sapir college, Department of Multidisciplinary Studies,	Adjunct Lecturer
2005-2013	Sapir college, Department of Human Resource Management and Department of Multidisciplinary Studies	Instructor
2004-2005	Ben-Gurion University , Department of Behavioral Sciences	Instructor

Participation in Scholarly Conferences

Active Participation in Academic Conferences

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion
2.7.2025	19 TH European Congress of Psychology	Paphos, Cyprus	Levi, Y., & Dolev, N. (2025). Promoting wellbeing in non-formal education through teachers' Positive Psychology training
12.7.2024	European Conference on Positive Psychology	Innsbruck, Austria	Levi, Y., & Dolev, N. (2024). Expanding application of positive education to nonformal education settings through training nonformal education teachers
21.6.2023	the Third Annual Conference of the Association for Victimology	Ono Academic College, Israel	Golan, L., & Levi, Y. (2023). Exploring Kindergarteners' Interactions with Parents in Cases of Child Sexual Abuse (CSA) or

			Suspected CSA: Barriers, Coping Styles, and Sociocultural Influences.
27.6.2018	European Conference on Positive Psychology	Budapest, Hungary	Dolev, N., Dolev, T., Levi, Y. & Itzkovich, Y. (2018). Can well-being be enhanced through an inclusive emotional intelligence training?
7.2.2013	the International Neuropsychological Society (INS) Conference	Hawaii, USA	Rassovsky, Y., Sela-Kaufman, M., Levi, Y., Agranov, E., & Vakil, E. (2013). Emotional reserve in traumatic brain injury: Evaluating construct validity of emotional reserve and its relationship to functional outcome.
7.2.2013	the International Neuropsychological Society (INS) Conference	Hawaii, USA	Vakil, E., Levi, Y., Agranov, E., Sela-Kaufman, M., & Rassovsky, Y. (2013). Predicting long-term outcome following traumatic brain injury (TBI): Three-factor cognitive reserve structure. Symposium
22.3.2012	the Annual Congress of the International Brain Injury Association	Edinburgh, Scotland	Levi, Y., Vakil, E., Agranov, E., Sela-Kaufman, M., Sverdlik, A., & Rassovsky, Y. (2012). Predicting Long-term Outcome Following Traumatic Brain Injury: An Empirical Investigation of the Reserve Hypothesis.
22.3.2012	the Annual Congress of the International Brain Injury Association	Edinburgh, Scotland	Sela-Kaufman, M., Rassovsky, Y., Agranov, E., Levi, Y., Sverdlik, A., & Vakil E. (2012). Emotional Reserve in Traumatic Brain Injury: Evaluating Construct Validity of Emotional Reserve and its Relationship to Functional Outcome.
27.2.2012	the Israel Neuropsychological Association Conference	Ramat-Gan, Israel	Levi, Y., Vakil, E., Agranov, E., Sela-Kaufman, M., & Rassovsky, Y. (2012). Predicting Long-term Outcome Following Traumatic Brain Injury: An Empirical Investigation of the Reserve Hypothesis.
13.12.2011	the Annual Congress of the Israel Association of Physical and	Tel-Aviv, Israel	Levi, Y., Vakil, E., Agranov, E., Sela-Kaufman, M., & Rassovsky, Y. (2011). Predicting Long-term Outcome Following Traumatic Brain

	Rehabilitation Medicine annual Conference		Injury: An Empirical Investigation of the Reserve Hypothesis.
5.2006	the annual conference of the Israeli psychobiology meeting	Tel Aviv University, Israel.	Levi, Y., Schwebel, M., & Kofman, O. (2006). Sexually dimorphic effect of postnatal diisopropylfluorophosphate (DFP) on avoidance and attention tasks in adult mice.

Active Participation in Professional Conferences

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion
6.6.2025	The Annual Seminar of the Israeli Association for Behavior Analysis and the Israeli Organization of Behavior Analysts	Virtual Conference	From Potential to Action: Applied Aspects of Neuroplasticity

Scholarships, Awards and Prizes

2024: Excellence Award for the Academic Year 2022-2023, 2023-2024

2021: Excellent Teaching Award in the Faculty of Social Sciences and Humanities, Kinneret Academic College.

2017, 2018, 2019: Outstanding Teacher Award by the student union, Kinneret Academic College.

2009- 2013: President's Scholarship for outstanding students, Bar-Ilan University.

Teaching

Courses Taught in Recent Years

Year	Name of Course	Name of Institution and Department	Type of Course and Degree	Number of Students (Average)
2025-Now	Neuropsychology A+B	Department of Psychology, Kinneret College.	B.A.	35
2025-Now	Neuropsychology	Department of Psychology, The Max Stern Yezreel Valley College	B.A.	35
2025	Introduction to Psychology B	Department of Psychology, Kinneret College.	B.A.	40
2025	Selected Topics in Clinical Neuropsychology	Department of Behavioral Sciences, Kinneret College.	B.A.	15
2023-Now	Introduction to Psychology	Department of Multi-Disciplinary Studies, Kinneret College.	Lecture; B.A.	60
2022	Psychological aspects of meaning in life	Department of Multi-Disciplinary Studies, Kinneret College.	Workshop (B.A.)	35
2022-Now	Introduction to Psychology in Education	Department of Education and Community, Kinneret College.	Lecture (B.A.)	25
2021-Now	Neurobiology of Behavioral Disorders	Applied Behavior Analysis, Department of Behavioral Sciences, Kinneret College.	Lecture (M.A.)	70
2017-Now	Positive Psychology	Department of Behavioral Sciences and Department of Multi-Disciplinary Studies, Kinneret College. Since 2019 –2021: Department of Human Resources Management	Lecture (Workshop ; B.A.)	40 (Behavioral Sciences) 60 (Multi-Disciplinary Studies) 60 (Human Resources Management)
2017-Now	Biological Foundations of Behavior	Department of Multi-Disciplinary Studies, Kinneret College.	Lecture (B.A.)	100 (in each group)

2017-2025	Psychopathology	Department of Multi-Disciplinary Studies, Kinneret College.	Lecture (B.A.)	100
2016-Now	Introduction to Neuropsychology	Department of Multi-Disciplinary Studies, Kinneret College.	Lecture (B.A.)	100
2015-2018	Biological Foundations of Behavior (A+B)	Department of Behavioral Sciences, Kinneret College.	Lecture (B.A.)	100
2015-Now	Theories of Personality (A+B)	Department of Behavioral Sciences Studies, Kinneret College.	Lecture (B.A.)	76
2014- Now	Abnormal Psychology (A+B)	Department of Behavioral Sciences Studies, Kinneret College.	Lecture (B.A.)	45
2014-2016, 2019, 2023, 2025	Neuropsychology	Department of Behavioral Sciences Studies, Kinneret College.	Lecture (B.A.)	30
2014-2015	Issues in Intelligence	Department of Behavioral Sciences Studies, Kinneret College.	Seminar (B.A.)	22
2014-2016	Social Psychology	Department of Multidisciplinary Studies, Sapir college.	Lecture (B.A.)	60
2005-2013	Introduction to Psychology (A+B)	2011-2016: Department of Human Resource Management, Sapir college 2005-2013: Department of Multidisciplinary Studies, Sapir college 2004-2005: Department of Behavioral Sciences, Ben-Gurion University	Teaching assistant (Frontal); B.A.	40 (in each group)
2011-2016	Happiness, who are you? Perception and definition of happiness in culture	Department of communication, Sapir college	Teaching assistant; B.A.	80
2011-2014	Interpersonal differences	Department of Human Resource Management, Sapir college	Teaching assistant; B.A.	80
2011-2014	Practical aspects of employee classification	Department of Human Resource Management, Sapir college	Teaching assistant; B.A.	80
2011-2012	Media and youth culture	Department of communication, Sapir college	Teaching assistant; B.A.	50

2011	Biological Foundations of Behavior (A+B)	School of Behavioral Sciences, The College of Management Academic Studies	Teaching assistant (Frontal); B.A.	35 (in each group)
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Teaching- Continuing Education & Public Programs

Year	Name of Course	Name of Institution
2024, 2025	Cognitive and Emotional Aspects of Neuroplasticity (16 hours)	The Lifelong Learning Program for Older Adults (Katedra), Kiryat Bialik
2024	When Positive Psychology Meets the Flexible Brain: Evidence-Based Insights and Applied Tools (12 hours)	Katedra "Dor LeDor", Afula
2023, 2024	Applied Positive Psychology (20 hours)	Continuing Education Unit, Kinneret Academic College
2023	Positive Psychology in Education – Training for Non-Formal Educators (20 hours)	Jordan Valley Regional Council, Education Division
2023	Positive Psychology and Brain Development in Early Education- Early Childhood Educators Training (16 hours)	Jordan Valley Regional Council, Education Division

Publications

Ph.D. Dissertation

The Predictive Power of Pre-morbid Variables, Injury Severity, and Age on Long-term Outcome of Traumatic Brain Injury: An Investigation of the Reserve Hypothesis. July, 2013. (Hebrew, 130 pages).

Supervisors: Professor Eli Vakil and Doctor Yuri Rassovsky, Department of Psychology and Leslie and Susan Gonda (Goldschmied) Multidisciplinary Brain Research Center, Bar-Ilan University.

Published Articles in Refereed Journals

- Golan, L. & Levi, Y. (2025). Interactions Between Kindergarten Teachers and Parents in Cases of Known or Suspected Child Sexual Abuse: Barriers, Coping Styles, and Socio-Cultural Influences. *Teaching and Teacher Education*, 163, 105066.
- Dolev, N., & Levi, Y. (2025). Expanding the Application of Positive Education to Non-formal Settings Through Training Nonformal Education Teachers. *Frontiers in Education*, 10, 1591987.
- Golan, L.*, Levi, Y.*, & Ben-Yair, Y. (2025). "It's like a beneficial bacterium": A positive spin on an educational vision for institutionalizing a culture of caring. *Teaching and Teacher Education*, 158, 104954. ***(Equal contributions)***.
- Golan, L., & Levi, Y. (2022). An Educational Approach to At-Risk Youth as “Specialized Needs” Students Lacking Family Resources: Implementation and Implications. *International Journal of Inclusive Education*, 28, 3021-3041.
- Rassovsky, Y.*, Levi, Y.*, Agranov, E., Sela-Kaufman, M., Sverdlik, A. & Vakil, E. (2015). Predicting long-term outcome following Traumatic Brain Injury (TBI). *Journal of Clinical and Experimental Neuropsychology*, 37, 354-366. ***(Equal contributions)***.
- Levi, Y., Rassovsky Y., Agranov, E., Sela-Kaufman, M., & Vakil, E. (2013). Cognitive Reserve components as expressed in traumatic brain injury. *Journal of the International Neuropsychological Society*, 19, 1-8.
- Sela-Kaufman, M., Rassovsky, Y., Agranov, E., Levi, Y., & Vakil, E. (2013). Premorbid personality characteristics and attachment style moderate the effect of injury severity on occupational outcome in traumatic brain injury: Another aspect of reserve. *Journal of Clinical and Experimental Neuropsychology*, 35, 584-595
- Levi, Y., Kofman, O., Schwebel, M., & Shaldubina, A. (2008). Discrimination and avoidance learning in adult mice following developmental exposure to diisopropylfluorophosphate. *Pharmacology, Biochemistry and Behavior*, 88, 438-445.

In preparation:

Sela, T. & Levi, Y. In the Eyes of the Beholder: The Added Value of Perceived Character Strengths in Marital Satisfaction.

Professional Experience

2022-Now: Integrating principles and processes of Neuropedagogy and Positive Psychology in educational systems and diverse organizations. Facilitates lectures, workshops, and professional training programs on brain plasticity, transformational processes,

enhancement of cognitive and emotional capacities, stress regulation, and personal and organizational resilience.

2007-2008: Psychologist at "Shir" Institute for learning disability diagnostics and treatment of youths and families. Performed robust psychological and psycho-didactic assessments, learning disability and attention deficit assessments, and parental guidance.

2006-2007: Neuropsychological practicum at The Spitzer Rehabilitation Center, part of the National Institute for the Rehabilitation of the Brain Injured. Conducted cognitive and rehabilitative treatment and performed robust neuropsychological and personality assessments.

2005-2006: Neuropsychological practicum at "Mashabim" Institute: Emotional psychotherapy in a psychodynamic and cognitive-behavioral approach, treating patients with various psychiatric disorders, specifically anxiety disorders.

2004-2005: Research assistant at the psychobiology laboratory at Department of Behavioral Sciences, Ben-Gurion University. Conducted research on the role of pesticide exposure on the development of emotional and cognitive deficits in different mouse models.

2000-2003: Instructor for students with learning disabilities at the department for social involvement and the preparatory school for immigrants, Bar-Ilan University; instructor and social project coordinator at the "Yedidim" project for new immigrants; regional coordinator for the Bat-Ami association for guidance and direction of 12th grade female students in preparation for civil service.

Summary of my Activities and Future Plans

My research and clinical work have been tracing the fascinating interaction between the brain, cognition, and emotions. Clinically, I have worked with various populations in neuropsychological assessment and therapy (psychiatric population, children and youth with learning disabilities and various behavioral disorders, and people with brain injuries). Academically, I teach various courses in psychology and neuroscience. Early in my academic career, my research focused on the effects of developmental interference on the cholinergic system—specifically, the impact of chronic exposure to acetylcholinesterase inhibitors on higher-order attention and learning function. My doctoral dissertation and following studies have extensively explored the Reverse Theory (Stern, 2002), which

posits that an individual's brain and cognitive resources serve as significant protective mechanisms that may moderate the manifestation of pathological symptoms following brain injury or age-related decline. Specifically, I examined the implications of "Brain Reserve" and "Cognitive Reserve" (CR)—premorbid brain, intellectual and emotional resources—on rehabilitation after Traumatic Brain Injury, and the relationship between head trauma and accelerated aging. Our findings indicated that higher levels of CR, as measured by premorbid intellectual parameters, were associated with better post-TBI functioning. We also found preliminary evidence of accelerated and more severe cognitive decline in individuals with a history of Traumatic Brain Injury compared to normal aging processes

Looking ahead, I aim to pursue further research on the neuropsychological implementation of the Reserve Theory. Specifically, I wish to examine the efficiency of CR-prompting methods through targeted cognitive training in attention, memory and executive functions. Recent evidence underscores the brain's remarkable plasticity and suggests that sustained intellectual stimulation and focused cognitive interventions can lead to structural and functional brain changes (e.g., Alessandro et al., 2014; Nithianantharajah & Hannan, 2009). Such interventions may enable individuals to better meet complex cognitive demands, enhance intellectual flexibility, and improve the integration of cognitive processes across contexts. In line with the "use it or lose it" framework (Salthouse, 2006), promoting CR across the lifespan through learning, skill acquisition, and compensatory strategy development may foster improved cognitive outcomes in both clinical and healthy populations. Research in this domain remains at an early stage (see Barulli & Stern, 2013), and several key questions remain open—for example, the structure of CR (to what extent it depends on crystallized vs. fluid intelligence), the neuroplastic mechanisms that support it, and its potential sensitive periods of formation. Advancing our understanding of the cognitive foundations of reserve could significantly contribute to identifying protective factors that moderate pathological processes, optimizing neuropsychological rehabilitation programs, and designing more effective cognitive training interventions for the general population.

In recent years, my work has expanded to include the field of Positive Psychology (Seligman, 2002), which emphasizes cultivating human strengths and resilience through cognitive and humanistic therapeutic approaches. I have designed and led several projects that applied principles of positive psychology and neuropedagogy among educational teams, examining their effectiveness and impact on well-being and various psychological indicators. It would also be interesting to explore the potential contribution of such techniques—such as emotional intelligence training and cognitive schema modification—to enhancing cognitive and emotional functioning as a sub-component of CR. Ultimately, my research seeks to bridge theoretical neuroscience with applied interventions that promote both cognitive resilience and human flourishing.