

CURRICULUM VITAE

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 Sade Nahum 66, P.O. Box 72, 10806, Israel.

Academic Positions:
 2014-2023 -Lecturer, 2023- Senior Lecturer.
 Department of Psychology and Department of MA program in Educational Psychology, Max Stern Yezreel Valley Academic College.

EDUCATION / TRAINING:

INSTITUTION AND LOCATION	DEGREE / CERTIFICATION	MM/YY	FIELD OF STUDY
University of Haifa Faculty of Social Sciences, Department of Psychology, and Department of Education	B.A.	06/1996	Psychology and Special Education
University of Haifa Faculty of Social Sciences, Department of Psychology	M.A.	06/2000	Developmental Psychology
University of Haifa Faculty of Social Sciences, Department of Psychology	Ph.D.	05/2009	Developmental Psychology
Israeli Ministry of Health	Registration as a psychologist - License No. 27-6583	01/2001	Psychology
Israeli Ministry of Health	Registration as an expert in Educational Psychology - License No. 27-7829	06/2007	Educational Psychology
Israeli Ministry of Health	Registration as a supervisor/instructor in Educational Psychology - License No. 27-32039	08/2013	Educational Psychology

A. Research interests:

While working as an educational psychologist, especially in my managerial capacity, I have experienced work overload and a shortage of psychological resources for helping children. I believe that technology can bridge the gap between the increased needs of children and the shortage of professional help. This is especially crucial considering the recent worldwide COVID-19 pandemic, which placed restrictions on social gatherings and face-to-face meetings. Thus, since 2010 I have been investigating how to integrate psychology and technology. One of my major research interests is empathy and pro-social behaviors among children and adults. This interest began with my Ph.D. research, which focused on empathy toward their elderly mothers among the adult daughters of child Holocaust survivors. Expanding on this topic, I studied empathy among Jewish students toward out-group members—specifically Arab students. In recent years I have been able to combine these two interests in a unique interdisciplinary project (i.e., a collaboration between researchers from departments of psychology, computer science, and education). Our team developed an AI-based computer game where children can practice and enhance reciprocity - linked to pro-social behavior - during social interactions. We compared reciprocity between typically developed children and children diagnosed with ADHD/Learning Disabilities; and between children and adults; and investigated reciprocity in various cultural groups – Israeli-Jewish and Arabic children, and Croatian children.

B. Non-Academic Positions:

Non-Academic positions:

Dates	Name of Institution and Department	Rank/Position
1994-1996	Ministry of Education	Special Education Teacher
2001-2005	Educational Psychological Services, Center for the Child, Bet Shean Municipality	Educational Psychology Intern
2005-2010	Educational Psychological Services, Misgav Regional Council	Qualified Educational Psychologist. Director of the Educational Psychology Service, Director of a cluster of psychological services in the Northern District
2010-2014	Educational Psychological Services, Center for the Child, Bet Shean Municipality	Qualified Instructor/supervisor in Educational Psychology. Director of the Educational Psychology Service, and Director of the Center for the Child, Bet Shean
2014-2015	Ministry of Education, Northern District	Deputy District Psychologist

C. Honors:

1996-1999 M.A. scholarships for excellence (3x36,000 ILS).

1999; 2003 Haifa University, Faculty of Social Science, Department of Psychology's "Best Lecturer" prize for excellence in teaching.

2010 The late Dr. Dafna Avitar Prize for excellent research in the field of grieving. Prize awarded for a doctoral dissertation on Pro-social tendencies among daughters of Holocaust survivors.

2018 Special recognition at the poster session, Conference on Understanding for Prevention, Ruppin Academic Center. A digital poster titled "Together" with you always—Psychological safety net for children and adolescents using a cellphone application.

2019 First prize, poster competition, The British Psychological Society, Division of Health Psychology Annual Conference. (10 - 11 July 2019). Manchester, U.K. Title of poster: Challenges in using Technological Platforms for Scalability of Psychological Assistance.

D. Peer-reviewed Publications:

Articles in Refereed Journals

Sagi-Schwartz, A, van IJzendoorn, M. H., Grossmann, K. E., Joels, T., Grossmann, K., Scharf, M., Koren-Karie, N., & Alkalay, S. (2003). Attachment and traumatic stress in female Holocaust child survivors and their daughters. *American Journal of Psychiatry*, 160, 1086-1092. <https://ajp.psychiatryonline.org/doi/full/10.1176/appi.ajp.160.6.1086>

Sagi-Schwartz, A, van IJzendoorn, M. H., Grossmann, K. E., Joels, T., Grossmann, K., Scharf, M., Koren-Karie, N., & Alkalay, S. (2004). Les survivants de l'Holocauste et leurs enfants; Les enfants survivants – mais pas enfants – souffrent d'expériences traumatiques liées à l'Holocauste. (Holocaust child survivors and their offspring; Child survivors – but not their children – suffer from traumatic Holocaust experiences.) *Devenir*, 16(2), 77-107. <https://www.cairn.info/revue-devenir-2004-2-page-77.htm?contenu=resume>

Alkalay, S., & Dolev, A. (2019). Public Educational Psychology Services in Israel on the Internet. *Israel Journal of Health Policy Research*, 8(31). <https://doi.org/10.1186/s13584-019-0298-4>

*Alkalay, S. *Elisha. E., & *Simonovich, J. (2019). Students' Community Social Action: Satisfaction, Motivations and Long-Term Influences. *Advances in Social Sciences Research Journal*, 6(7), 144-156. (*Authors contributed equally to the manuscript). <https://doi.org/10.14738/assrj.67.6719>

Alkalay, S., Sagi-Schwartz, A., & Wiseman, H. (2020). Increased empathy and helping behavior toward the mother in adult daughters of Holocaust survivors. *Traumatology*, 26(1), 84–95. <https://doi.org/10.1037/trm0000211>

Alkalay, S., Dolev, A., Rozenshtein, C., & Same D. (2020). Co-Op World: Adaptive AI-based Game for Supporting Child Psychotherapy, *Computers in Human Behavior Reports*, 2, 100028. <https://doi.org/10.1016/j.chbr.2020.100028>

*Alkalay, S., *Mizrachi, Y., & *Agasi. E. (2022). Towards a biological basis of the FFM Metatraits: Associations between the Fisher Type Indicator (FTI) temperament construct and the hierarchical Five Factor Model (FFM) of personality. *Personality and Individual Differences* 185, 111266. (*Authors contributed equally to the manuscript). <https://doi:10.1016/j.paid.2021.111266>

Alkalay, S., Ytzhak-Fishman, A. & Marcus, O. (2022). Empathy and personal distress toward in-group and out-group members, attachment, and traumatic national narrative: A comprehensive model of Israeli students. *Israel Studies Review*, 37(2), 104-132. <https://doi.org/10.3167/isr.2022.370206>

Teich-Fire, N*, Givon, Y.*, Alkalay, S. & Zaltsman, G. (2022). The "Forgotten Grievors": The impact of pupil suicide on post-trauma and grief symptoms in school staff. *International Journal of Environmental Research and Public Health*, 19, 12160. (*Authors contributed equally to the manuscript). <https://doi.org/10.3390/ijerph191912160>

*Alkalay, S., & *Dan, O. (2022). Effect of Short-term Methylphenidate on Social Impairment in Children with Attention Deficit/Hyperactivity Disorder: Systematic Review. *Child and Adolescent Psychiatry and Mental Health*, 16, 93. (*Authors contributed equally to the manuscript). <https://doi.org/10.1186/s13034-022-00526-2>

*Teich-Fire, N., *Alkalay, S., Givon, Y., & Zaltsman, G. (2023). School staff coping strategies following student's suicide, in relation to school climate and previous experience of suicide. *Psychology in the Schools*. (*Authors contributed equally to the manuscript). <https://doi.org/10.1002/pits.22898>

Alkalay, S., & Dolev A. (2023). Enabling elementary-school children to share their worries and express their emotions on a school-based internet forum operated by educational psychologists. *Psychology in the Schools*. <https://doi.org/10/1002/pits22905>

Articles or Chapters in Scientific Books

Alkalay, S., & Teich-Fire, N. (2020). Attachment theory and its importance in educational counseling. In H. Bolus, S. Kaniel, & R. Shalev (Eds.), *Educational counseling today: Selected chapters from theory to practice*. Tel Aviv, Israel: Resling. (pp. 363-386). [Hebrew].

Naser, S., Nunn, A., Alkalay, S., & Dolev, A. (2020). Promoting Child Rights Through Use of Technology in the Classroom. In B. K. Nastasi, S. N. Hart, & S. Naser (Eds.). *International Handbook on Child Rights in School Psychology*. Springer. (pp. 557-575).