Prof. Ora Peleg January 2020

# Curriculum Vitae

### 1. Personal Details

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### 2. Higher Education

A. Undergraduate and Graduate Studies

|  |  |  |  |
| --- | --- | --- | --- |
| Period of Study | Name of Institution | Degree | Year of Approval of Degree |
| 1998 | University of Haifa, Faculty of Education, Counseling and Human Development | Ph.D. | May 1998 Graduated |
| 1988 | University of Haifa, Faculty of Education, Counseling and Human Development | M.A. | 1988 with honor |
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B. Post Doctoral Studies

|  |  |  |  |
| --- | --- | --- | --- |
| Period of Study | Name of Institution, Department and Host | Degree | Year of Completion |
| 1998-1999 | Tel Aviv University, Department of Psychology | Ph.D. Post-Doctoral Studies (Supervisor: Prof Ruvi Dar). | 1999 |

### 3. Academic Ranks and Tenure in Institutions of Higher Education

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| --- | --- | --- |
| Dates | Name of Institution and Department | Rank/Position |
| 1992-1996 | University of Haifa, Department of Education | Teaching fellow |
| 1997-1998 | University of Haifa, Department of Education | Instructor |
| 1999-2001 | University of Haifa, Faculty of Education, Department of counseling and human development. | Instructor tutor with Ph.D. |
| 2001-2015 | Oranim-Academic College of Education | Senior lecturer |
| 2001-2003 | University of Haifa, Faculty of Education | Teaching fellow |
| 2003 | University of Haifa, Faculty of Education | Proposed rank – Lecturer  |
| 2003-2004 | University of Haifa, Faculty of Education | Proposed rank – Teacher track |
| 2005 | University of British Columbia (U.B.C.) Vancouver, Canada | Research fellow |
| 2005-2009 | University of Haifa, Faculty of Education | Senior teacher |
| 2006-2007 | Max Stern Academic College of Emek Yezreel , Department of Counseling | Proposed rank – Senior lecturer |
| 2008-2018 | Max Stern Academic College of Emek Yezreel , Department of Counseling | Senior lecturer with tenure; Academic Coordinator of School Counseling Department (M.A.) |
| 2017-2018 | Max Stern Academic College of Emek Yezreel , Department of Counseling | Head of Education and Counseling Departments, Senior lecturer with tenure  |
| 2018 | Max Stern Academic College of Emek Yezreel , Department of Counseling | Professor |

### 4. Offices in University Academic Administration

| Institution  | Dates | Position |
| --- | --- | --- |
| University of Haifa, Faculty of Education | 2002-2005 | Member of the Teaching Committee  |
| University of Haifa, Faculty of Education  | 2003 | Coordinator of study workshop for students at the Counseling program; lectures by Prof. Stevan E. Hobfoll |
| University of Haifa, Faculty of Education  | 2004 | Coordinator of study workshop for students at the Counseling program; lectures by Prof. Stevan E. Hobfoll |
| University of Haifa, Faculty of Education | 2004-2005 | Coordinator (organizer and chair) of weekly education colloquium: lectures by researchers in education, psychology, counseling sociology and philosophy. |
| \*Max Stern Academic College of Emek Yezreel | 2009-2011 | Member of the library committee  |
| \*Max Stern Academic College of Emek Yezreel | 2011-2013 | Head of Yezreel Center for Family Therapy (with Dr. Haviva Eyal) |
| \*Max Stern Academic College of Emek Yezreel | 2014-2018 | Member of the board of trustees |
| \*Max Stern Academic College of Emek Yezreel | 2016 - 2018 | Member of the committee of advanced studies |
|  |  |  |
| **Department of School Counseling** | **Dates** | **Position** |
| \* Department of School Counseling | 2007-2008 | Member of the committee of students with special needs |
| \* Department of School Counseling | 2007-2008 | Head of the committee of research teaching |
| \* Department of School Counseling | 2007-2018 | Head and member of the committee of M.A. studies |
| \* Department of School Counseling | 2007-2018 | Member of the committee of exceptional students |
| \* Department of School Counseling | 2009-2018 | Head of the committee of M.A. projects |
| \* Department of School Counseling | 2009-2018 | Academic Coordinator of School Counseling Department (M.A.) |
| \* Department of School Counseling | 2009-2018 | Head and member of the committee of conferences |
| \* Department of School Counseling | 2015-2018 | Head and member of the committee of students with special needs |
| Departments of School Counseling and Education | 2017-2018 | Head of Education and School Counseling Departments, |

### 5. Scholarly Positions and Activities outside the Institution

A. Membership in Professional Associations

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| --- | --- |
| Dates | Association |
| 1985-1991 2012-2018 | Israel Association of School Counselors |
| 1995-2018 | Israel Association for Marital and Family Therapy  |
| 2002-2018 | STAR (Stress and Anxiety Research Society) |
| 2018 | International Family Therapy Association -IFTA |

B. Review for Professional Journals

Stress, Anxiety and Coping: An International Journal.

The British Journal of Educational Psychology.

Social Behavior and Personality: An International Journal.

International Journal of Psychology.

The British Journal of Education.

The Clinical Supervisor

Parenting: Science and Practice

The Journal of Measurement and Evaluation in Counseling and Development.

The Journal of Psychology: Interdisciplinary and Applied

Death Studies

Journal of Psychosomatic Research

American psychologist

Social Psychology of Education

Educational Issues (Hebrew).

The School Counselor (Hebrew).

Society and Welfare (Hebrew).

The Journal of Psychology: Interdisciplinary and Applied

Australian and New Zealand Journal of Family Therapy

C. Programs Development

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| --- | --- | --- |
| Dates | Institution | Activity |
| 1994 | Givat Haviva | Development of a teacher-implemented program for enhancing students’ skills for coping with stress and test anxiety.  |
| 1995 | Givat Haviva | Development of a teacher-implemented cognitive modification program for enhancing students’ test coping skills. |
| 2002 | University of Haifa | Development of a teacher-parent program for enhancing school-family collaboration. |
| \*2015-2018 | Max Stern Academic College of Emek Yezreel | Development of a cognitive intervention program for improving capacity to deal with stress and anxiety. |

D. Visiting Positions

|  |  |  |
| --- | --- | --- |
| Name of Institution and Department | Date | Position |
| UBC, Vancouver, Canada (short sabbatical) | 2005, July-September | Visiting Assistant (Research fellow)  |

### 6. Participation in Scholarly and Professional Conferences

A. Active Participation

| Date | Name of Conference | Place of Conference | Subject of Lecture or Discussion | Role |
| --- | --- | --- | --- | --- |
| 1988 | International STAR (Stress and Anxiety Research) Conference | Norway | A teacher-implemented cognitive modification program for enhancing students’ test coping skills) | The paper, based on my M.A. thesis, was presented by Prof. Moshe Zeidner. |
| 1989 | Israel Counseling Conference (organized by the Israel Association of School Counselors) | Ramat Gan | Enhancing students’ test coping skills | I presented the paper. |
| 1998 | International STAR (Stress and Anxiety Research) Conference | Istanbul | Relationships between family patterns and test and trait anxiety | I presented a paper  |
| 2000 | Israel Psychologists Conference (organized by the Israel Professional Union of Psychologists) | Haifa | Family patterns and children’s anxiety | I presented a paper. |
| 2000 | International STAR (Stress and Anxiety Research) Conference  | Bratislava | Children’s rituals and family interaction patterns | I presented a paper. |
| 2000 | Israel Conference on School and Family Collaboration (organized by the Ministry of Education and the Municipality of Haifa) | Haifa | Teachers, parents and students: Partnership and collaboration  | I chaired a panel and presented a paper. |
| 2001 | International STAR (Stress and Anxiety Research) Conference | Palma de Mallorca  | Marital quality, family patterns and children’s social anxiety | I presented a paper. |
| 2003 | International STAR (Stress and Anxiety Research) Conference | Lisbon  | Intergenerational transmission of differentiation and social anxiety | I presented a paper and a poster. |
| 2004 | Ayala Conference | Beer-Sheva | Cross-cultural differences in test anxiety | I presented a paper. |
| 2006 | International STAR (Stress and Anxiety Research) Conference | Crete  | Maternal separation anxiety and preschoolers’ separation anxiety | I presented a paper. |
| \*2008 | Israel Conference on Counseling (organized by the Faculty of Education, University of Haifa)  | Haifa  | Counseling and the Internet | I chaired the conference, participated on a panel and presented a paper.  |
| \*2008 | European Human Genetics Conference | Barcelona  | Differentiation of self and test anxiety: Gender differences | I presented a paper. |
| \*2008 | International STAR (Stress and Anxiety Research) Conference | London  | A cross-cultural study on test anxiety among Turkish and Israeli students | I presented a poster. |
| \*2009 | International STAR (Stress and Anxiety Research) Conference | Budapest | Worry among young adults living in ongoing security uncertainty | I presented a paper. |
| \*2010 | Max Stern Academic College of Emek Yezreel | Emek Yezreel | Family in change: The post-modern family | I organized the conference, chaired two panels and presented a paper. |
| \*2010 | EFTA – The European Family Therapy Association | Paris | Differentiation of self and separation anxiety:Is there a similarity between spouses? | I presented two papers and participated on a panel. |
| \*2011 | Max Stern Academic College of Emek Yezreel | Emek Yezreel | The family and the school | I organized the conference, chaired two panels and presented a paper. |
| \*2011 | IFTA- The International Family Therapy Association | Amsterdam | Differentiation of self and physiological symptoms: A cross-cultural examination | I presented a a poster. |
| \*2011 | International STAR (Stress and Anxiety Research) Conference | Munster | Separation anxiety and family patterns | I presented a paper. |
| \*2012 | Max Stern Academic College of Emek Yezreel | Emek Yezreel | Systemic approaches to the treatment of adolescent violence: Causes, diagnosis, intervention | I chaired and organized the conference. |
| \*2012 | International STAR (Stress and Anxiety Research) Conference | Palma de Mallorca | Family Differentiation Inventory: Development and initial validation of a projective scale (DOS-PS) | I presented a paper. |
| \*2013 | Max Stern Academic College of Emek Yezreel | Emek Yezreel | The relationships between test anxiety, differentiation of self and parental expectations | My M.A. student and I presented a paper.  |
| \*2013 | The International Conference of Psychology | Athens | Differentiation of Self Inventory: Development and initial validation of a projective scale (SAD-PS) | I chaired a panel and presented a paper. |
| \*2014 | International STAR (Stress and Anxiety Research) Conference | Cluj | Health anxiety and family patterns: A cross-cultural examination.Trait anxiety and differentiation of self: Differences between Israeli and European participants. | I presented a paper. |
| \*2015 | The European Psychological Conference | Milan | Social anxiety and differentiation of self: A comparison of Jewish and Arab students | I presented a paper. |
| \*2015 | International STAR (Stress and Anxiety Research) Conference | Tel Aviv | Assessing family interconnectedness: Validation of a revised self-report instrument (SFI-R) | I organized the conference, chaired a panel and presented a paper. |
| \*2016 | IACM Conference | N.Y. | Worry among Young Adults Living in Ongoing Security Uncertainty and Political Conflicts | I presented a poster. |
| 2017 | The 19th Annual Conference of the Israeli Society for Sleep Research, Zichron Yaakov.  | Zichron Yaakov | Sleep disturbances, psychological, behavioral and familial factors in type 2 diabetics | My colleagues presented a poster |
|  |  |  |  |  |
| \*2017 | International STAR (Stress and Anxiety Research) Conference | Hong Kong | Psychological, behavioral, educational and familial dimensions among diabetic adolescents and adults | I presented a paper. |
| 2018 | International Conference of Counseling | Rome | Adolescents and young adults living in ongoing security uncertainty | I presented a poster |
| 2019 | IFTA | Naples |  | Panel |

B. Organization of Conference

| Date | Name of Conference | Place of Conference | Subject of Conference | Role |
| --- | --- | --- | --- | --- |
| \*2010 | Max Stern Academic College of Emek Yezreel | Emek Yezreel College | Family in change: The post-modern family | Organizer, head of scientific committee, head of steering committee |
| \*2011 | Max Stern Academic College of Emek Yezreel | Emek Yezreel College | The family and the school | Member of organizing committee, member of scientific committee, member of steering committee |
| \*2012 | Max Stern Academic College of Emek Yezreel | Emek Yezreel College | Systemic approaches to the treatment of adolescent violence: Causes, diagnosis, intervention | Member of organizing committee, member of scientific committee, member of steering committee |
| \*2014 | Max Stern Academic College of Emek Yezreel | Emek Yezreel College | Alternative approaches and spirituality in education and therapy | Member of organizing committee, member of scientific committee, member of steering committee |
| \*2015 | International STAR (Stress and Anxiety Research) Conference | Tel Aviv University | Resilience, coping and thriving | Member of organizing committee, member of scientific committee, member of steering committee |
| \*2017 | Max Stern Academic College of Emek Yezreel | Emek Yezreel College | Smart parenting at the age of smartphones | Organizer, head of scientific committee, head of steering committee |

### 7. Invited Lectures /Colloquium Talks

| Dates | Place of Lecture | Name of Forum | Presentation |
| --- | --- | --- | --- |
| 1994 | Ministry of Education | District in-service training of counselors and teachers | Group counseling |
| 1995 | Ministry of Education | In-service training of teachers | Enhancing test coping skills |
| 1996 | Sheffi (Psychological and Counseling Service) and the Ministry of Education, Haifa | In-service training of teachers | Stress and anxiety in children |
| 1996 | Religious high school, Haifa | In-service training of driver education teachers | Stress and test anxiety during the driving test |
| 1997 | Arab high school, Dir Hana | In-service training of of teachers | Test anxiety and learning skills |
| 1998 | University of Haifa, Continuing Education | In-service training of teachers | Enhancing students’ test coping skills |
| 1999 | University of Haifa, Continuing Education | District in-service training of counselors | Preventing and treating test anxious students |
| 1997-1999 | Givat Haviva | In-service training of teachers | Coping with stress and anxiety |
| 2000 | Amit – Religious high school, Carmiel | District in-service training of parental leaders | Improving communication between parents and their children |
| 2001 | Sheffi (Psychological and Counseling Service) and the Ministry of Education, Haifa | In-service training of teachers | Enhancing students’ test coping skills |
| 2002-2003 | Israel Association for Marital and Family Therapy, Ramat Gan | Lecture for middle school principals | Collaboration between the family and school |
| 2007- 2008 | University of Haifa | In-service training of school counselors | Enhancing students’ test coping skills |
| \*2006-2010 | University of Haifa | In-service training of parental leaders | Enhancing adaptive family patterns |
| \*2006-2018 | Oranim- Academic College of Education | In-service training of parental leaders | Enhancing couples’ coping skills and communication |
| \*2017 | Shaanan College | Lecture for lecturers and school counselors  | Differentiation of self: parents, offspring, school counselors, and everything in between |

### 8. Research Grants

A. Grants Awarded

| Role in Research | Co-researchers | Topic | Funded by/Amount | Year |
| --- | --- | --- | --- | --- |
| Student |  | M.A. thesis: Enhancing students’ test coping skills: Report of a psychological health education program | Grant received for excellent academic achievements towards an M.A. degree, NIS 20,000, University of Haifa, Authority for Advanced Studies | 1986,1987 |
| Student | Prof. Avigdor Klingman | Children’s test anxiety and family interaction patterns | Grant received for excellent academic and research achievements towards a Ph.D. Degree (NIS 25,000), University of Haifa, Authority for Advanced Studies, on behalf of the Ford Foundation | 1995 |
|  |  |  |  |  |
| Researcher |  | Enhancing students’ social skills: Report of a psychological health education program | Research grant, NIS 4,000, University of Haifa, Faculty of Education  | 1999 |
| Researcher |  | Test anxiety: Coping skills and primary prevention | Research grant, NIS 4,000, University of Haifa, Faculty of Education | 2000 |
| Researcher |  | Marital quality, family patterns, and children’s fears and social anxiety | Research grant, NIS 4,000, University of Haifa, Faculty of Education | 2001 |
| Researcher | Prof. Avigdor Klingman | Family environment, discrepancies between perceived, actual and desirable environment and children’s test and trait anxiety | Research grant, NIS 6,000, University of Haifa, Research Authority  | 2002 |
| PI | Prof. Ruvi Dar | Ritual behavior in children and mothers’ perceptions of family patterns | Research grant, NIS 28,800, University of Haifa, Faculty of Education | 2003 |
| PI | Prof. Avigdor Klingman | Family patterns and children’s test anxiety | Research Authority Award, University of Haifa, Research Authority. Received for submitting research grant to the Ministry of Education, NIS 4,500 | 2003 |
| Researcher |  | Differentiation and test anxiety in adolescents | Research grant, NIS 3,000, University of Haifa, Faculty of Education  | 2004 |
| PI | E. Halaby & E. Whaby | The relationship of maternal separation anxiety and differentiation of self to children’s separation anxiety and adjustment to kindergarten: A study in Druze families | Research grant, NIS 6,000, University of Haifa, Faculty of Education | 2005 |
| Researcher |  | Test anxiety, academic achievement and self-esteem in Arab adolescents with and without learning disabilities | Research grant, NIS 6,000, University of Haifa, Research Authority | 2006 |
| Researcher | Ori Dan | Differentiation of self, parental academic expectations and test anxiety | Research grant, NIS 9,500, Max Stern Academic College of Emek Yezreel | 2012 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| PI | Prof. Iris Haimov, Dr. Ami Cohen | Cognitive-behavioral intervention aimed at reducing stress and anxiety  | Research grant, NIS 15,000, Max Stern Academic College of Emek Yezreel | 2015 |
| PI | Dr. Mirit Sinai, Dr. Efrat Hadar | Intervention Program in School Counseling | Research grant NIS 40,000,The planning and budgeting committee  | 2017 |
| PI | Dr. Mirit Sinai, Dr. Efrat Hadar | Intervention Program in School Counseling | Research grant NIS 40,000,The planning and budgeting committee  | 2018 |
| PI | Dr. Yoad Eliaz | Intervention Program in School  | Research grant NIS 40,000,The planning and budgeting committee  | 2019 |
| PI | Dr. Efrat Hadar | Intervention Program in School Counseling | Research grant NIS 40,000,The planning and budgeting committee  | 2019 |
| PI | Prof. Orna Tzischinsky, Assis. Prof. Nehama Zuckerman-Levin | The examination of familial and personality factors responsible for high stress, anxiety and depression |  |  |
| CO-PI | Dr. Efrat Hadar | Corona -online learning | Research grant US$ 50,000,Spencer…. |  |

B. Submission of Research Proposals-In Preparation

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| --- | --- | --- | --- | --- | --- |
| Role in Research | Co-researchers | Topic | Funded by | Year | Score |
| PI | Prof. Iris Haimov, Dr. Ami Cohen | The examination of familial and personality factors responsible for high stress, anxiety and depression | ISF | 2016 | Declined |
| PI | Prof. Orna Tzischinsky, Assis. Prof. Nehama Zuckerman-Levin | Familial, psychological, behavioral and educational antecedents of glycemic control in type 2 diabetes mellitus: A research among adolescents and adults | ISF | 2018 | Declined |
| PI | Prof. Orna Tzischinsky, Assis. Prof. Nehama Zuckerman-Levin | Familial, psychological, behavioral and educational antecedents of glycemic control in type 2 diabetes mellitus: A research among adolescents and adults | ISF | 2018 | Submitted |

### C. Awards

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| --- | --- | --- |
| Lecturer | Award for Excellency in Teaching, University of Haifa, Faculty of Education | 1998 |
|  |

### 9. Teaching

A. Courses Taught in Recent Years

| Year | Name of Course | Type of Course | Degree |
| --- | --- | --- | --- |
| 1990-1994 | Practicum for counselors | Workshop | B.A., M.A. |
| 1998 | Introduction to psychological theories | Lecture | B.A. |
| 1996-2000 | Teacher-parent communication | Seminar  | M.A. |
| 1999-2008 | Project guidance | Final project towards M.A. degree | M.A. |
| 1999-2003 | Group dynamics | Workshop | B.A. |
| 2003 | Developmental psychology | Lecture | B.A. |
| 1994-2013 | Introduction to counseling | Lecture | B.A. |
| 2009-2018 | Research methods | Lecture | B.A. |
| 2010-2018 | Supervision of group leaders | Seminar | B.A. |
| 1997-2018 | Supervision of group leaders | Lecture and workshop | M.A. |
| 2000-2018 | Family theories and counseling | Seminar | B.A., M.A. |
| 2002-2018 | Coping with stress and anxiety  | Workshop | M.A. |
| 2004-2007 | Topics in research | Lecture | M.A. |
| 2000-2018 | Coping with stress and anxiety | Seminar | B.A., M.A. |
| 2002-2018 | Treating anxiety | Workshop | M.A. |
| 2008-2018 | Counseling families | Workshop | M.A. |
| 2005-2018 | Counseling couples | Workshop | B.A. |
| 2004-2016 | Evaluating psycho-educational programs | Lecture | M.A. |
| 2011-2016 | Group dynamics | Workshop in Sakhnin College | M.A. |
| 2011-2016 | Coping with stress and anxiety | Lecture in Sakhnin College | M.A. |
| 2011-2016 | Family theories and counseling | Lecture in Sakhnin College | M.A. |
| 2008-2018 | Intergenerational family theory | Lecture and workshop | B.A |

B. Supervision of Graduate Students

| Name of Student | Title of Thesis | Degree | Date of Completion/In Progress | Students’ Achieve-ments  |
| --- | --- | --- | --- | --- |
| Iman Abu-Hanna NahhasSupervised with Prof. Avigdor Klingman | Test anxiety: Cultural differences | M.A. Thesis | 1999-2001 | 92 |
| Irit Ran | The contribution of psycho-educational family therapy to four families with learning disabled children: A qualitative research | M.A. Thesis | 2004-2005 | 90 |
| Sharona ZichermanSupervised with Prof. Roza Leikin  | Math anxiety | M.A. Thesis | 2004-2006 | 95 |
| Lana HaliliSupervised with Prof. Avigdor Klingman | Test anxiety among Arab adolescents | M.A. Thesis | 2004-2006 | 90 |
| Michal Mass | Worry of terror | M.A. Thesis | 2004-2006 | 95 |
| Meital YizhakSupervised with Prof. Paul Miller | Is separation anxiety in adolescents and parents related to parental differentiation of self? | M.A. Thesis | 2006-2009 | 92 |
| Puah Brener | Differentiation of self and separation anxiety among people living on a kibbutz | M.A. Project | 2009-2010 | 95 |
| Lilach Herzog | Anger and differentiation of self: Differences between students with learning disabilities and students without learning disabilities | M.A. Project | 2009-2011 | 89 |
| Yael Bogomolsky | Differentiation of self and self-efficacy among mothers who suffered sexual abuse | M.A. Project | 2010-2011 | 92 |
| Meirav Biton | Family differentiation inventory: Development and initial validation of a projective scale (SFI) | M.A. Project | 2010-2011 | 100 |
| Zouabi Maissra | The relationship between differentiation of self and social anxiety: Comparison between Jewish and Arab students | M.A. Project | 2011-2012 | 95 |
| Chen DeutchSupervised with Dr. Ori Dan | Academic expectations of parents as a mediating variable between differentiation of self and test anxiety | M.A. Project | 2011-2012 | 92 |
| Hadar Cohen | The relationships between differentiation of self, family triangulation and eating disorders | M.A. Project | 2012-2013 | 90 |
| Eti Segal | Decreasing students’ levels of test anxiety: Report of a psychological health education program | M.A. Project | 2012-2013 | 90 |
| Yasmin Abed | The relationship between differentiation of self, family differentiation, trait anxiety and physiological symptoms: A cross-cultural examination  | M.A. Project | 2012-2013 | 88 |
| Merav Hoppel | Second and third generations of Holocaust survivors: Do they suffer from eating disorders? | M.A. Project | \*2012-2013 | 88 |
| Iris YanivCompletion supervised with Prof. Ruth Katz and Prof. Orna Tzischinsky | Does trait anxiety mediate the relationship between differentiation of self and quality of life? | M.A. Project | 2014-2015 | 100 |
| Tali KeidarCompletion supervised with Prof. Orna Tzischinsky | The relationship between eating disorders and quality of life among students | M.A. Project | 2014-2015 | 96 |
| Yaarit SolomonSupervised with Prof. Ruth Katz | Family and marital relationships: A comparative analysis between Arabs and Jews | M.A. Project | 2014-2015 | 89 |
| Maissalon Hassan | Career-family conflict among working mothers: Differences between Jewish and Arab mothers | M.A. Project | 2011-2018 | In progress |
| Israa Mustfah | The relationship between differentiation of self and health anxiety: A cross-cultural view | M.A. Project | 2011-2017 | 97 |
| Noa Peled | The relationship between of differentiation of self and family triangulation, on the one hand, and economic independence on the other hand | M.A. Project | 2013-2016 | 88 |
| Mor Dahan-Rahmani | Social anxiety at three age levels: Is it related to differentiation of self and social support? | M.A. Project | 2014 -2015 | 98 |
| Amira Sarahana | Familial, psychological, educational and behavioral antecedents of glycemic control in type 2 diabetes mellitus | M.A. Project | 2015 -2016 | 100 |
| Shani Lam | Does trait anxiety mediate the relationship between differentiation of self and blood glucose level among adoledcents? | M.A. Project | 2015 -2016 | 100 |
| Orna Haziza | The relationship between differentiation of self and eating disorders among Arab adolescents |  | 2016 -2018 | 88 |
| Janan Dalasha | Familial, psychological, behavioral and educational antecedents of glycemic control in type 2 diabetes mellitus: Differences between Arab and Jewish young adults |  | 2016 - 2018 | 90 |
| Gal Gabai | Familial, psychological, behavioral and educational antecedents of glycemic control in type 2 diabetes mellitus: A research among adolescents and adults |  | 2016-2018 | 85 |
| Farihan Abu Tayeh | Familial, psychological, behavioral and educational antecedents of glycemic control in type 2 diabetes mellitus: Differences between males and females, Muslims and Christian  |  | 2016-2018 | 88 |

### 10. Miscellaneous: Developing University Teaching and Psycho-Educational Programs for Counseling Students

Two-Year Practicum in School Counseling Program

During the period 1988-1995, a field training program was developed and coordinator for students of school counseling, setting up a practicum infrastructure in A few schools in North Israel.

Building Links Between the School and Family

A program was built within the graduate counseling program at the university of Haifa to promote collaboration between teachers, parents and students. It was grounded in the belief that a high level of cooperative intervention between schools and family members is important to address many at-risk behaviors, including violence, juvenile delinquency and social rejection, and to promote a healthier, safe school climate.

Counseling Project M.A. Track, in the Graduate Counseling Program

Within the framework of the masters’ degree at the counseling program at Emek Yezreel College, we developed a project track which enables counseling students to submit final papers evaluating a practical intervention conducted in schools. This program not only fosters an important link between the college and schools, but also promotes academic scholarship, as it aids in building new psycho-educational programs. In order to promote this goal, we planned a special program for the project track that combines theoretical knowledge with practical experience and that emphasizes accountability through ongoing evaluations.

Course for Group Leaders in the Schools

The process of learning to become a counselor, particularly a group leader, incorporates both academic and practical elements. Aiming to link the university and the schools, a training program was developed for group counseling in a school in the greater Haifa area, based on consultations with the faculty (principal, teachers, counselors) and parents.

Psycho-educational Program for Enhancing Students’ Test Coping Skills

One of my areas of expertise has been the development and evaluation of a psycho-educational program designed to enhance the coping skills of school children. In my M.A. thesis and my subsequent studies, this program, developed for students, teachers and parents, was found to be effective in decreasing children’s levels of test anxiety, as well as improving their grades. Based on a didactic model, the program has been used by classroom teachers, counselors, psychologists and students. The findings attained from its empirical evaluation have been published in a series of articles. They were first presented at the STAR conference in 1988, and since then I have been invited to many colloquia to present and teach it.

\*Membership in the Teaching Committee, Counseling Program

During the period 2008-2017, I was a member of the teaching committee (at Emek Yezreel College) in the counseling department, which works to produce operational and constructive suggestions aimed at improving the quality of teaching, as well as the didactic program. Discussions in the framework of this committee are based on the conception that academic institutions should address the changing role of the counselor in the new millennium.

\*Membership in the “Malag” Committee (Council for Higher Education)

Since 2014 I have been a member of the “Malag” committee, which aims at testing and approving master’s programs. The committee focuses on offering operational and constructive suggestions to improve the quality of didactic programs.

**\*International Research Project**

A large international research project is conducted in Italy, Germany and Israel. The research is aimed at examining cross-cultural differences in family and individual patterns (e.g., differentiation of self, family differentiation, trait anxiety, somatic symptoms). This project is based on collaboration with leading researchers from Italy, Germany, Israel and the U.S.

### 11. Professional Experience

Counseling and Therapy

Emergency Team, Kiryat Shmona Center for Crisis Intervention under Sheffi (Psychological and Counseling Service of the Ministry of Education)

Over the years 1990-1998, I served as a counselor on the center’s Emergency Team, which involved counseling assistance in the field at times of trauma, particularly events related to terrorist and missile attacks. Team membership in this group of psychologists and counselors also entailed participation in numerous professional conferences and workshops, which led to the design of a structured model for coping with traumatic stress.

Haifa Center for Parental Guidance

Between 1988 and 1996, after completion of Family Therapy studies, I served as a school counselor and group leader at the center. Within the framework of the center, I trained and supervised group leaders (counselors, social workers and psychologists), who conducted workshops for teachers, parents and school children with the aim of enhancing collaboration between the school and family. The theoretical model, built as part of my academic research, helped in establishing a liaison between the university and the field. By applying co-therapy at the workshops, pairing experienced group counselors with graduate students, the students’ skills undoubtedly improved.

Givat Haviva Institute

I served as teacher in the Institute during the period 1994-1998. Within the framework of this center, a program for Arab and Jewish teachers was developed designed to reduce levels of stress and anxiety within the context of conflict.

School Counselor, Ministry of Education

I worked as a school counselor between 1985 and 1991. My approach was based on the Systems Theory conception that the individual is not an enclave, but rather an integral part of an ecological system that is continually and often richly involved with environmental components in the immediate neighborhood, the larger community and beyond. In this capacity, I held workshops for various groups (counselors and other professionals, teachers, parents, students).

Rehabilitation Center for Learning, Acre

During the period 1994-1997 I served as counselor at the rehabilitation center, which treats young children (ages 4-6) with learning and emotional disabilities. My work there involved supervising the staff and providing counseling to children and parents. In addition, I trained university students who were doing their field work (practicum) at this center, which also helped strengthen the link between the university and the field.

Shinui Institute

During the years 1988-1990 I practiced as a family therapist. Specifically, I helped families whose offspring suffered from various anxieties (e.g., test anxiety, social anxiety, trait anxiety, OCD).

\*Yezreel Center for Parental Guidance

In 2011-2013, a colleague and I set up and ran a center for family therapy and for training family therapists, in an attempt to create a partnership between the college and the field. Within the framework of the center, we trained and supervised family therapists (counselors, social workers and psychologists) and we invited families living in northern Israel to receive therapy. This center was the first therapy center to train family therapists to work with various cultural and ethnic groups.

\*A Program for Group Dynamics

For nine years (2008-2018) I was the academic coordinator of the Department of Counseling at the Academic College Emek Yezreel. I currently serve as head of the Education and School Counseling departments. Within the framework of a master’s degree, we train and supervise group leaders, who conduct workshops (for teachers, parents, professional staff, children, adolescents and college students) aimed at creating better quality of life and enhancing the ability to cope with stressful situations and to improve social relationships. The theoretical model (based on the salutogenic approach of health promotion, as well as on CBT and theoretical family models), built as part of my academic research, has helped to establish a liaison between the college and the field.

\* A group of researchers investigating familial, psychological, behavioral and educational factors that can enhance quality of life.

I am currently conducting with a group of researchers (a few colleagues and a group of masters’ students) a series of studies aimed at examining family and personality factors that decrease people’s levels of stress, anxiety (e.g., social anxiety, test anxiety, trait anxiety) and depression and enhance their quality of life. One of the studies examines the above-mentioned dimensions among adolescents and young adults who suffer from eating disorders. A second study aims at investigating quality of life among adolescents and young adults who suffer from high levels of anxiety and depression. Another study examines quality of life among adolescents and adults who suffer from diabetes. We intend to develop programs for Arab and Jewish adolescents and young adults designed to reduce levels of stress, anxiety and depression and to promote strategies for coping with these issues, modifying inefficient family patterns, social relationships, eating habits and participation in sports, and thus improving health and quality of life.

\*A Program for Cognitive Psychotherapy

As of 2017, I have set up a program for cognitive psychotherapy. This is another effort to create a partnership between the college and the field. Within this framework, cognitive psychotherapists (school counselors, social workers and psychologists) are trained and supervised.

## PUBLICATIONS

Note: The names of authors appear according to relevant contribution.

### A. Ph.D. Dissertation

1. Title: Relationships between family pattern perceptions and test and trait anxiety in children
2. Language of Presentation: Hebrew
3. Submitted to: University of Haifa
4. Number of Pages: 170
5. Date of Dissertation: May 1998
6. Name of Supervisor: Prof. Avigdor Klingman

### B. Articles or Chapters in Scientific Books (Which are Not Conference Proceedings)

**\*Peleg, O**. (2011). Differentiation and anxiety: Is Bowen theory valid? In C.Rabin & O. Lans *(*Eds.), *Differentiation of self: New developments in theory, research and practicum.* Tel Aviv: Ramot (Hebrew)*.*

### C. Articles in Refereed Journals

Published

1. Zeidner, M., Klingman, A., & **Peleg-Poupko, O**. (1988). Enhancing students’ test coping skills: Report of a psychological health education program. *Journal of Educational Psychology*, *80*, 95-101. [IF: 3.583, cited by 38]
2. Klingman, A., & **Peleg-Poupko, O**. (1990). Test anxiety: Coping skills and primary prevention. In D. Bar-Tal & A. Klingman (Eds*.*), *Special Issues in Psychology and Education.* Jerusalem: Ministry of Education, Sheffi (Hebrew). [IF: not available]
3. **Peleg, O**., & Dar, R. (2001). Marital quality, family patterns, and children’s fears and social anxiety*. Contemporary Family Therapy, 23*, 465-487. [RG journal impact 0.68, cited by 51]
4. **Peleg, O**. (2002). Children’s test anxiety and family interaction patterns. *Anxiety, Stress and Coping, 15,* 45-59. [IF: 2.2, cited by 44]
5. **Peleg, O**. (2002). Bowen theory: A study of differentiation of self and students’ social anxiety and physiological symptoms. *Contemporary Family Therapy, 24*, 355-369.[RG journal impact 0.68, cited by 81].
6. **Peleg, O**., & Klingman, A. (2002). Family environment, discrepancies between perceived, actual and desirable environment and children’s test and trait anxiety. *British Journal of Guidance and Counseling, 30,* 451-466. [IF: .75, cited by 36]
7. **Peleg, O**., & Dar, R. (2003). Ritual behavior in children and mothers’ perceptions of family patterns*. Journal of Anxiety Disorders, 17,* 667-681*.* [IF: 2.59, cited by 10]*.*
8. **Peleg, O**., Klingman, A., & Abu-Hanna Nahhas, I. (2003). Cross-cultural and familial differences between Arab and Jewish adolescents in test anxiety. *International Journal of Intercultural Relations, 27*, 525-541*.* [IF: 1.183, cited by 31]*.*
9. **Peleg, O**. (2003). The relation between family patterns and children’s test and trait anxiety. *Educational Issues, 5,* 215-235 (Hebrew).
10. **Peleg, O**. (2004). Differentiation and test anxiety in adolescents. *Journal of Adolescence, 6,* 645-662. [IF: 1.795, cited by 60].
11. **Peleg, O**. (2005). The relation between differentiation and social anxiety: What can be learned from students and their parents? *The American Journal of Family Therapy, 33,* 167-183. [IF: .55, cited by 50].
12. **Peleg, O.**, Halaby, E., & Whaby, E. (2006). The relationship of maternal separation anxiety and differentiation of self to children’s separation anxiety and adjustment to kindergarten: A study in Druze families. *Journal of Anxiety Disorders, 20,* 973-995. [IF: 2.59, cited by 36]*.*
13. **Peleg, O**. (2008). The relation of differentiation of self and marital satisfaction: What can be learned from married people over the life course? *The American Journal of Family Therapy, 36*, 1-14. [IF: .55, cited by 59].
14. **Peleg, O**. (2009). Test anxiety, academic achievement and self-esteem in Arab adolescents with and without learning disabilities. *Learning Disability Quarterly, 32,* 1-10. [IF: 1.20, cited by 35]*.*
15. Miller, P., & **Peleg, O**. (2009). Doomed to read in a second language: Implications for learning. *Journal of Psycholinguistic Research, 39*, 51-65. [IF: .86, cited by 7].
16. **Peleg, O**. (2010)Worrying about terror: Differences between Jews and Arabs living in Israel. *International Journal of Children Spirituality, 15*, 273-290.[IF: this is a new journal, cited by 5]
17. **Peleg, O**., & Yitzhak, M. (2010). Differentiation of self and separation anxiety: Is there a similarity between spouses? *Contemporary Family Therapy, 32*, 25-36. [RG journal impact 0.68, cited by 33].
18. Yitzhak, M., **Peleg, O**., & Miller, P. (2010). Parents’ and students’ separation anxiety: Is it related to family patterns? *Educational Issues*, *4* (Hebrew).
19. **Peleg, O.** (2011). Social anxiety and academic achievements among Arab adolescents with and without learning disabilities in various educational frameworks. *British Journal of Guidance & Counseling, 39*, 161-177.[IF: .75, cited by 4].
20. **Peleg, O**. (2011). Social anxiety and academic achievements among Arab adolescents. *Journal of Applied Social Psychology*. [IF: .85, cited by 35].
21. **Peleg, O**. (2012). Social anxiety and social adaptation among adolescents at three age levels. *Social Psychology of Education, 15*, 207-218. [IF: .95, cited by 8].
22. **Peleg, O**., & Mass, M. (2012). Worry among young adults living in ongoing security uncertainty*. International Journal of Psychology*, *1*, 1-15. [IF: 1.78, cited by 12].
23. **Peleg, O**. & Rahal, A. (2012). Physiological symptoms and differentiation of self: A cross-cultural examination. *International Journal of Inter-Cultural Relations, 36,* 719-727.[IF:1.183, cited by 14].
24. Bogomolsky Y., & **Peleg, O**. (2012). Differentiation of self and parental self efficacy among mothers who suffered from sexual abuse during childhood. *The School Counselor*, *17,* 66-85 (Hebrew).
25. Yitzhak, M., & **Peleg, O**. (2012). Separation anxiety: Is it related to spouses levels of differentiation of self? *Educational Issues*, *6*, 171-187 (Hebrew).
26. **Peleg, O.** (2013). The relationship between stressful life events and family patterns. *International Journal of Psychology*. [IF: 1.78, cited by 8].
27. **Peleg, O., & Arnon, T. (2013). Is schizophrenia a familial process? Are differentiation levels associated with schizophrenia? *Deviant Behavior****, 34,* 321-338. [IF: 1.335, cited by 6].
28. Biadsy -Ashkar A., & **Peleg, O**. (2013). The relationship between differentiation of self and satisfaction with life amongst Israeli women: A cross cultural perspective*. Health*, 5, 1467-1477. [RG impact: 0.80, cited by 3].
29. **Peleg, O**., & Zoabi, M. (2014). Social anxiety and differentiation of self:
A comparison of Jewish and Arab college students. *Personality & Individual Differences*, *68*, 221-228. [IF: 2.05, cited by 10]*.*
30. **Peleg, O**., & Zoabi, M. (2014). Differences between Jewish and Arab students in their levels of social anxiety. *The School Counselor, 18, 254-269.* (Hebrew).
31. **Peleg, O.,** Miller, P., & Yitzhak, M. (2014). Differentiation of self and separation anxiety among adolescents and their parents. *British Journal of Guidance and Counseling, 14,* 12-49.[IF: .75, cited by 328].
32. **Peleg, O**., & Idan-Biton, M. (2015). Assessing satisfaction with differentiation of self through circle drawing (SFI-R): Development and initial validation of a self-report instrument. *Global Journal for Research Analysis, 4,* 71-77. [IF: 4.547, cited by 6].
33. Biadsy-Ashkar, A., **Peleg, O**., & Bshara, R. (2015). Differentiation of self and satisfaction with life among Israeli families: A cross-cultural examination. *Society and Welfare*, *3, 371-395* (Hebrew).
34. **Peleg, O. &** Tzischinsky, O. (2016). Assessing satisfaction with differentiation of self through circle drawing: Validation of a revised self-report instrument (SFI-R)*. Journal of Psychology & Psychotherapy*, *5*, 1-10 [IF: 1.5].
35. **Peleg, O.,** Deutch, C., & Dan, O. (2016). Differentiation of self, parental academic expectations and test anxiety. *Learning & Individual Differences, 49. 428-436.* [IF: 1.8], 10 p.

36.  **Peleg**, O. & Idan-Biton, M. (2017). A self-report instrument for the examination of diferentiation of self: Differences between Jewish and Arab participants. *The School Counselor* (Hebrew).

**37. \*Peleg, O**., & Grandi, C. (2018). Family and anxiety: Are there differences between Israeli and Italian students? *International Journal of Psychology*

DOI: 10.1002/ijop.12535 [IF: 1.78, Q1].

**38. \*Peleg, O**., Yaniv, I., Katz, R., & Tzischinsky, O. (2018). Does trait anxiety mediate the relationship between differentiation of self and quality of life? *American Journa of Family Thrapy* [IF: 0.6]*.*

39. **\*Peleg, O**., & Biton, M. (2018). Self-efficacy: Familial and cultural perspectives. *British Journal of Guidance & Counseling* [IF: 0.90]*.*

1. \*Ruah, M**.** *&* **Peleg, O.** (2019). The relationships between differentiation of self, birth order and separation anxiety: Comparison between Jewish and Arab students. *The School Counselor* (Hebrew).
2. \*\*Cohen, A., Peleg, O., Sarhana, Lam & Haimov, I. (2019). Depressive symptoms mediate the relationship between emotional cutoff and Type 2 Diabetes Mellitus. International *Journal of Behavioral Medicine*, <https://doi.org/10.1007/s12529-019-09816-0>. [IF:2.0, Q2].
3. \* **Peleg, O**., Cohen, A., & Haimov, I., (2019). Depressive symptoms mediate the relationship between sleep disturbances and type 2 diabetes. *Journal of Diabetes* [IF 3.3, Q2].
4. **\*Peleg,** O., Cohen, A., & Hadar, E*.* (2019). Family experiences of type 2 diabetics. *The Diabetes Educator* [IF: 1.91, Q1].
5. **\*Peleg, O**., Hadar, E., & Sagron, M. (2019). Parental self-efficacy among mothers who were exposed to security stress and trauma in their childhood. *International Journal of Psychology* [IF: 1.80, Q1]*.*

\*\*Equal contributio of the first and second authors

### F. Other Scientific Publications

**\*Peleg, O.** (2011). Review of the book, *Empowering consultation*, by R. Erhard.

**G. Other Scientific Work**

# \* One of the editors of *The Journal of Forensic and Legal Medicine* since June 2017-2018.

\* One of the editors of [*International Journal of Psychology & Behavior Analysis*](https://www.graphyonline.com/journal/editorial_board.php?journalid=IJPBA)

 since March 2018.

\* One of the editors of *The School Counselor* (Hebrew).

\* One of the editors of *Devarim* (Oranim,Hebrew).

\* One of the editors of Conflict Resolution Quarterly

### H. Other Works Connected with my Scholarly Field

1. **Peleg, O**. (1994). A teacher-implemented program for enhancing students’ skills for coping with stress. Menashe: Givat Haviva (Hebrew).
2. **Peleg, O**. (1995). A teacher-implemented cognitive modification program for enhancing students’ test coping skills. Menashe: Givat Haviva (Hebrew).
3. **Peleg,** O. (2002). A teacher-parent program for enhancing school-family collaboration. Haifa: University of Haifa (Hebrew).

### Summary of my Activities and Future Plans

Over the last 25 years I have systematically studied questions related to family patterns in general, and their association with anxiety in particular. Over time, this line of research has become increasingly focused on the clarification of two main questions:

1. How do family patterns (e.g., family differentiation, triangulation, coherence, communication) affect family members’ levels of stress and anxiety, on the one hand, and health, quality of life and satisfaction with life, on the other hand?
2. Are there cross-cultural differences in family patterns and, consequently, in anxiety?

To date, I have gathered a remarkable and unique body of data pertinent to these questions, applying a variety of research paradigms and instruments. Recently I helped develop a projective instrument to assess family differentiation and differentiation of self. Known as the Satisfaction with Differentiation of Self Instrument-Revised (SFI-R), this instrument was found reliable and valid (Peleg & Biton, 2015; Peleg & Tzischinsky, 2016). I have also set into motion a large project conducted in collaboration with leading researchers from Israel, Italy, Germany and the U.S. The aim of this research is to examine cross-cultural differences in family patterns and anxieties, and to validate the SFI-R in several countries. Launching this international project has generated several far-reaching consequences:

1. It enables me to develop and validate the new projective instrument in various countries.
2. It is an opportunity to be exposed to researchers all over the world, and to create a group of leaders in this regard.

Salient aspects in my studies are the antecedents and manifestations of varied types of anxiety (test anxiety, trait anxiety, state anxiety, social anxiety, separation anxiety, health anxiety, fears) and depression among children, adolescents, young adults and adults, with and without learning disabilities, as well as the etiology of these anxieties within the educational context (e.g., teachers), familial contexts (e.g., family environment, family differentiation, fusion, emotional reactivity) and cultural contexts (e.g., Jews, Arabs, Christians, Druze and Muslims). Most existing research in this field has been limited to linear and dyadic family relations (mainly, mother-child), without taking into account the entire family system. This neglected area is being addressed in a current project of mine, which adopts a much broader perspective by focusing on circular family patterns in a large sample of parents and their offspring across three generations. Currently, I am extending this research to other cultural populations (e.g., Israeli Arabs: Christians, Muslims, Druze; Israeli Jews: religious, secular, new immigrants; Italians, Germans, Americans), where due weight will be given to stressful conditions in Israel. For this purpose, we are preparing a proposal for a research grant from GIF. We expect the findings obtained to help identify specific family patterns and how these relate to anxiety among children, adolescents and young adults.

It is my belief that researchers should conjoin the conclusions from their experimental studies with practice and should share it with the field. Therefore, my work integrates theory, research and development of programs and instructional materials. My conviction that it is imperative to strengthen the link between the college and the field is grounded in the assumption that the process of counselor training incorporates both academic and practical elements. This liaison has a twofold effect: it helps the school faculty to cope with problems and prioritize existing programs, and it enriches the training of counseling students. Working towards these goals, I have planned and applied psycho-educational programs in schools (e.g., a program to enhance skills for coping with stress; a cognitive modification program to enhance test coping skills; a teacher-parent program to enhance school-family collaboration). These programs are based on the results of our recent studies on the etiology of children’s and adolescents’ anxiety (test anxiety, social anxiety and separation anxiety). They have been used and evaluated by counseling students, school counselors and teachers in real-time school settings.

For nine years (2008-2017) I was the academic coordinator of the Department of Counseling at the Academic College Emek Yezreel. I currently serve as head of the Education (B.A.) and School Counseling (M.A.) departments. The counseling department aims at maintaining high academic standards and high standards of practice. We have planned and built psycho-educational programs that are being implemented in elementary and high schools and which are currently under evaluation. The programs address many at-risk behaviors, including smoking, sexual abuse, test anxiety, social anxiety, social rejection, low self-esteem, eating disorders, and diabetes. In addition, we have initiated the development of a faculty seminar, which discusses educational, psychological, philosophical and social issues. As a result of these discussions, several research groups have been set up. Yet another project we have been leading is a special masters’ program in School Counseling for Arab students. Adapted to Arab society, the program aims to maintain high standards of theory and practice, and encourages collaboration between Arabs and Jews.

Stress and depression have become an international epidemic. Addressing this issue, I am currently conducting with a group of researchers (a few colleagues and a group of masters’ students) a series of studies aimed at examining psychological factors which might decrease people’s levels of stress, anxiety (e.g., trait anxiety) and depression. Specifically, we focus on adolescents and young adults who suffer from diabetes and eating disorders. Working together since 2014, we are developing programs for Arab and Jewish participants designed to reduce levels of stress and anxiety. The interventions promote strategies for coping with stress, anxiety and depression and for changing inefficient family patterns and participation in sports, and thus promoting health and quality of life. I supervise and train the group of graduate counseling students who run these workshops, designed for adolescents, college students and adults of varied ages. This project is conducted in collaboration with health clinics and sports trainers. For this purpose, we submitted a proposal for a research grant from ISF. We expect the findings obtained to help us identify specific family patterns and how these relate to stress, anxiety and depression. In addition, we intend to assess the efficiency of the intervention programs in decreasing stress, anxiety and depression, as well as in improving health and quality of life.

Over the last years, we have initiated six conferences at the Max Stern Academic College of Emek Yezreel which focus on the post-modern family, as well as on relationships between the family and the school. This tradition is ongoing and there will be annual conferences at the college. Finally, it is my intention to continue contributing to my department and my college, with an emphasis on developing research, intervention strategies and cooperation between the institute and the field, as well as between different cultures.