CV Galia Ankori

Date: 19.6.25

A. Personal Details

- Name: **Galia Ankori**
- Date of Birth: May 1968
- Country of birth: Israel
- Citizenship: Israeli
- ID: 023726078
- Family status: Married with two daughters
- Full home address: HaTeena 72, Aviel, 3783500, Israel
- Phone: 972-52-6966760
- Academic Work: Tel Hai College, Upper Galilee
- Clinical employment: Maccabi Health Services, Netanya
- E-mail address: ankori.galia@gmail.com

B. Higher Education

1998 – Psy.D. Massachusetts School of Professional Psychology, Subject of doctoral dissertation: "Case study writing and the therapeutic relationship – a case of reciprocal influence".
1994 – B.A. Tel-Aviv University, Psychology, Film and Television. Cum Laude.

C. Academic Appointments and Academic Administrative Positions in Institutions of Higher Education

2024 – Present, Ethics Committee, Psychology Department

2023 – Present Chair, Rehabilitation and Assistance through the Arts Track, Department of Education, Tel Hai College.

2023 – Present, Chair, Education through the Arts Program, Department of Education, Tel Hai College.

2023 – Present, Lecturer, Tel Hai College, Upper Galilee

2001 – 2023, Teaching Associate, Tel Hai College, Upper Galilee

D. Teaching

- Teaching in academic institutions:

  2001 – present: Tel-Hai College. Lecturer to undergraduate and graduate students in the Education, Social Work, and Psychology departments. Main subjects: Human development; psychotherapy; arts in education; the social model of disability.

- Teaching in non-academic institutions

  2001 – 2003: Ohalo College.
  2012-present: Institute of Family Therapy, Tel Hai College.
  2017-present: School of child and adolescent psychotherapy, Tel Hai College.

- Courses taught in the past five years

Title	Years	Level
Youth at risk	2006-present	Undergraduate (Education)
Assimilating arts into teaching	2014-present	Undergraduate (Education)
Introduction to Clinical Psychology	2017-present	Undergraduate (Psychology)
Parenting and Parental Support A seminar	2023-present	Undergraduate (Psychology)
Intimacy and Sexuality of People with special needs	2024-present	Undergraduate (Education)

Title	Years	Level
Body-Mind Psychotherapy for Children	2021-present	Graduate (Social Work)
Clinical Body-mind in Practice	2021-present	Graduate (Social Work)
Parental training	2023-present	Graduate (Psychology)
Family therapy with children and youth	2021-2023	Graduate (Social Work)
Field experience in Educational Psychology	2019-2022	Graduate (Psychology)
Advanced psychotherapy	2021-2023	Graduate (Drama therapy)
Quality of life for aging people with intellectual disabilities	2019-2024	Undergraduate (All faculties)

E. Supervision of Graduate Students

2024-present, Tel-Hai College, MA, Psychology, Shirel Lichter.

2021-2023, Tel-Hai College, MA, Psychology, Ola Shaheen.

2021-2024, Tel-Hai College, MA, Psychology, Eden Sorozon.

F. Research Grants

2017, Parental mindfulness, attachment style, and child acceptance/rejection: do these predict the severity and the frequency of child psychiatric symptoms? Tel-Hai College Research Authority, 15.000 NIS (With Dr. Yaron Yagil).

2018-2019, Attitudes of Older People Towards Community Inclusion of People with Intellectual Disabilities, The Council for Higher Education, 5000 NIS.

G. Awards and Fellowships

H. Active Participation in Conferences

May 2007, Ort Braude, Initiatives in Higher Education, "Using Power Point presentations – comparing typical linear presentations with conceptual maps" Carmiel, Israel (**G. Ankori**, R. Hammer).

July 2009, Improving University Teaching – 34th International Conference: Navigating Innovations in Teaching and Learning, "The effects of designing power-point presentations as concept and navigation maps" Burnaby, British Columbia, Canada (R. Hammer, **G. Ankori**)

December 2014, APS, Psychosocial connections conference: practice, policy, and research, "The ADHD Treasure Hunt: a psychosocial intervention for a psychosocial problem" Preston, UK

May 2016, Teaching in Academia as a way to promote effective learning processes, "From constructivist to contemplative learning through art journaling". Kinneret academic college, Israel (**G. Ankori**, R. Hammer)

February 2018, PAI, Surfing on chaotic waves, "Parents on the chaotic wave: how could we minimize the chaos children and parents experience nowadays?" Ruppin Academic Center, Israel (M. Solan, **G. Ankori**)

June 2022, Satir in Europe, The International Conference, "The treasure hunt and STST". Bratislava, Slovak Republic.

August 2023, ECER, The Value of Diversity in Education and Educational Research, "Fostering students' academic reading abilities through Art Journaling". Glasgow, UK (**G. Ankori**, R. Hammer).

May 2024, The Israeli Child and Adolescent Psychiatric Association, Thinking Parenthood, "Parenting in times of war, through the lens of the Mastery Model". Jerusalem, Israel (**G. Ankori**, S. Harpazi).

August 2024, ESA, Tension, trust and transformation, “Opening the toilet door: Gendered politics of emotion towards excretions and lavatories”. Porto, Portugal (T. Hager, **G. Ankori**).

June 2025, I-ceps-PAFRA, International Congress on evidence-based parenting support, “Parental qualities: mindfulness, attachment style, and child acceptance-

rejection: Should they all be addressed for alleviating ADHD diagnosed children's problems?" Australia – On line (**G. Ankori**, M. Solan, S. Plishty, A. Brunstein Klomek , A. Apter, Y. Yagil).

I. Non-Academic Activity & Positions

2016-present: Maccabi Health Services, clinical psychologist
2000-2019: Private practice
2010-present: Formulation, practice and teaching of "The Treasure Hunt"- a dyadic group therapy model
2005-2008: D.I.S. Boarding Houses, clinical psychologist
2002-2004: Ziv Hospital, a clinical psychologist in the DBT program for adolescents

J. Attached Documents

K. Publications

Doctoral Dissertation

Ankori, G. (1998). Case study writing and the therapeutic relationship: A case of reciprocal influence. Massachusetts School of Professional Psychology, MA, USA. Supervision: Harriet Berman, PhD

Articles in refereed journals

Ankori, G., Hammer, R. (2018). From constructivism to contemplative art journaling: A case study of a course evolution. *Multi Colors, 1*(1), 66–78.

Ankori, G., & Gutman, C. (2019). The ADHD treasure hunt: a group intervention using a social model approach to disability. *Social Work with Groups, 43*(4), 297-311. **(IF=0.76, Cite Score=1, Journal rank: Social Sciences – Q2, SJR=0.27)** https://doi.org/10.1080/01609513.2019.1608891

Solan, M., Brunstein Klomek, A., **Ankori, G**., Bloch, A., Apter, A., & Plishty, S. (2021). Impact of a new parent behavioral-schema training on children with ADHD: A pragmatic control trial. *Journal of Attention Disorders, 25*(14), 2048-2059. **(IF=3.19, Cite Score=6.5, Journal rank: Developmental and**

educational psychology – Q1, SJR=1.07) https://doi.org/10.1177/1087054720959711

Golan, M., **Ankori, G.**, & Hager, T. (2022). Non-cooperation within a school-based wellness program during the COVID-19 pandemic - A qualitative research. *International Journal of Environmental Research and Public Health, 19*(11), 6798. **(IF=4.61, Cite score=4.5, Journal rank: Public, Environmental & Occupational Health – Q1, SJR=0.81).** https://doi.org/10.3390/ijerph19116798

Ankori, G., Tzabary, D., Hager, T., & Golan, M. (2022). From self-doubt to pride: Understanding the empowering effects of delivering school-based wellness programs for emerging adult facilitators. *International Journal of Environmental Research and Public Health, 19,* 8421. **(IF=4.61, Cite score=4.5, Journal rank: Public, Environmental & Occupational Health – Q1, SJR=0.81).** https://doi.org/10.3390/ijerph19148421

Ankori, G., Yaakovi, Y., & Carmeli, E. (2022). Should inclusion have an expiry date? Older people's attitudes on intellectual disabilities. *Journal of Applied Research in Intellectual Disabilities, 36*, 87–95. **(IF= 2.7 Cite score = 4.2, Journal rank: Education – Q1, SJR=0.93).** http://doi.org/10.1111/jar.13037

Golan, M., Cohen-Asiag, D., & **Ankori, G.** (2023). Fostering resilience by means of an online academic course: Exploring the mediating effects of self-esteem, body esteem and mental status. *Mental Health and Prevention* **(IF=1.57, Cite Score=3.1, Journal rank: Psychiatry and Mental Health – Q2, SJR=0.62).** https://www.sciencedirect.com/science/article/pii/S2212657023000107

Ankori, G., Solan, M., Plishty, S., Brunstein Klomek, A., Apter, A. & Yagil. Y. (2025). The Role of Parental Qualities in Supporting Children with ADHD, *Children, 25*, 845 (**IF=2.00, Cite Score=2.0, Journal rank: Pediatrics, Perinatology & Child Health – Q2, SJR=0.674**). https://www.mdpi.com/2227-9067/12/7/845

Other articles:

Ankori, G. & Hammer, R. (2008). Using PowerPoint presentations as conceptual maps, *Al HaGova, 7,* 38-40 (Heb)

Articles in preparation:

Hager, T., Abet, O. & **Ankori, G.** Opening the toilet door: Women and men talk about feelings of disgust, embracement and shame towards excretions and lavatories.
Project status: Under second review at: Emotions and Society, IF=1.2, Q1

Exploring Sensory Sensitivity and Perceptual Biases in Highly Sensitive Persons: A Psychophysical Study" With Noam Karsh, Inbar Leon and Bat-Sheva Hadad
Project status: Under review at *Scientific Reports*, IF=3.7, Q1.

Addressing emotional and resilience inequality among college students via an online academic resilience course
With Moria Golan and Dor Cohen-Asiag
Project status: Writing.

Impacting Older people's attitudes towards IDD, through a participatory educational approach.
With Eli Carmeli
Project status: Writing.

L. Miscellaneous

2017-2019 – Two Academia-Community courses, funded by the Council for Higher Education.

2018-2024 – Representative of the associate lecturers at the board of trustees of Tel Hai College

2019-present – Initiation, obtaining financing, and teaching the course: Quality of life for aging people with intellectual disabilities, under the hospices of The Shalem Foundation

2020-present – conducting interviews for the Educational Psychology Program, Tel Hai College

2020 – Mentoring for first-year students during Covid-19.

2020 – Representative of Tel Hai College in an inter-ministerial team for the issue of aging with disabilities

2021-2020 - A member of the team organizing and leading faculty discussions.

2021-present – A reviewer to the research committee of the "Shalem Foundation".

2022-present – A member of the Tel Hai "Interdisciplinary Research Center for Arts and Spirituality: Therapy Education and Society".