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1. EXECUTIVE SUMMARY

1.1. A short summary of the main strengths and weaknesses that were pointed out in the self-evaluation process.

The main strengths of the psychology program at The Hebrew University are the strong junior and senior faculty, the high quality students and the new infrastructure that was recently built. Overall, the department has been undergoing a major rejuvenation. Recent hires tend to be multidisciplinary and rising stars in their areas. The faculty overall has an excellent national and international reputation and is very productive, both in publishing and in obtaining competitive funding. Senior faculty are able to draw top students. The program has a strong research emphasis, while also attempting to provide students with up to date applied skills.

Strengths of the BA program include providing a strong empirical, cutting edge view of psychological science, including the opportunity to join one of more than 24 laboratories conducting psychological science. Advanced seminars also allow BA students to engage in deeper theoretical and empirical issues related to a range of topics, related to faculty areas of specialization. MA applied programs draw top students. In addition, there have been major advances in providing both Ultra-Orthodox and Arab students support via specific, though integrated programs. The research MA and PhD programs have recently been restructured and redesigned to both provide a strong, supportive, multidisciplinary experience and attract top students. Some funding for the PhD program has been acquired, and more work is planned in the future.

The main weaknesses of the program are the lack of sufficient funds for graduate students and teaching assistants, too high student to faculty ratio, and a separation of campuses between psychology and neuroscience (ELSC). Whereas the content of the BA is current, there could be some more updating of teaching methods used. Furthermore, there are some areas of psychology that are not represented on the faculty. The faculty also lacks some diversity in terms of ethnicity. **1.2.** A short description of the actions the institution, the parent unit, and the department are going to take in order to improve the weaknesses that were found.

We plan on continuing to hire more faculty to decrease the student to faculty ratio. We plan to continue to expand international collaborations and exchange programs. The department is planning on a major effort to raise more funds for the graduate program, with the support of the social science faculty and the administration. The new PhD program has been launched and will be accompanied by close mentorship, advisors, and monitoring of progress. More active learning as well as integration of online lectures are planned for the BA program.

1.3. A brief summary of the extent to which the study program has achieved its mission, goals and learning outcomes, and whether the outcomes comply with its mission statement.

The department is succeeding in drawing excellent students and training them in the basics of psychological science. In the BA, we believe that students complete the degree with a good amount of skills and knowledge. We would like more of the students to continue to advanced degrees with a focus on research. The extended undergraduate research experience, BA-MA direct track, the developmental concentration, and new PhD programs are all attempts to address this. There are still BA students who can graduate without any direct research experience, if they so choose. For the MA, we had a dearth of students interested in the experimental tracks, and we hope to have found ways to fix this. In 2018, we have a full cohort of students for the first time in many years. The applied MA tracks continue to draw a good number of applicants, and the challenge is to identify those who are true scientist-practitioners. For the PhD, we are able to draw excellent students, but there are concerns that we do not draw a sufficient number of them. In addition, we are yet unable to provide sufficient financial support for graduate students, although we are gradually moving in that direction.

2. THE INSTITUTION

2.1. A brief summary describing the institution and its development since its establishment; the date of recognition by the Council for Higher Education; details of the campus/es where the institution's teaching activities take place (number and location).

The Hebrew University of Jerusalem is Israel's premier university as well as its leading research institution. It was founded in 1918 and opened officially in 1925. The Hebrew University is ranked internationally among the 100 leading universities in the world and first among Israeli universities. It stresses excellence and offers a wide array of study opportunities in the humanities, social sciences, exact sciences and medicine. The university encourages multi-disciplinary activities in Israel and overseas and serves as a bridge between academic research and its social and industrial applications. The Hebrew University strives for excellence. It is among the top winners of the European Research Council's competitive grants to young researchers. One-third of all competitive research grants awarded in Israel are won by Hebrew University scholars.

In Jerusalem, the university maintains three campuses: the Mount Scopus campus, for the humanities and social sciences (the Faculty of Humanities and the School of Education, the Faculty of Social Sciences, the School of Business Administration, the Faculty of Law and the Institute of Criminology, the School of Occupational Therapy, the Paul Baerwald School of Social Work and Social Welfare, the Truman Institute for the Advancement of Peace, the Center for Pre-Academic Studies, the Rothberg International School, and the Buber Center for Adult Education); the Edmond J. Safra Campus at Safra, for exact sciences (the Faculty of Mathematics and Natural Sciences, The Rachel and Selim Benin School of Engineering and Computer Sciences, The Center for the Study of Rationality, The Institute for Advanced Studies, and the Edmond and Lily Safra Center for Brain Sciences); and the Ein Karem Campus, for medical sciences (the Hebrew University-Hadassah Medical School, Braun School of Public Health and Community Medicine, School of Pharmacy, the School of Nursing, and the Faculty of Dental Medicine). It also maintains a campus in Rehovot, for the Robert H. Smith Faculty of Agriculture, Food and Environment, and the School of Nutritional Sciences; a campus in Beit Dagan for the veterinary hospital (The Koret School of Veterinary Medicine); and one in Eilat, for the Interuniversity Institute for Marine Sciences. The university also boasts 3 sports facilities, 11 libraries, 5 computer centers, and 6,000 dormitory beds.

The Hebrew University consists of close to 1000 faculty members, about 2,000 administrative staff, and 20,000 students from Israel and 65 other countries. The university is actively engaged in international cooperation for research and teaching. It has signed 150 agreements for joint projects with other universities and 25 agreements for student exchanges with institutions from 14 countries, in addition to numerous faculty-based exchange programs. The faculty has registered more than 7,000 patents, and faculty members and alumni have won 8 Nobel prizes, 1 Fields Medal for Mathematics, 269 Israel Awards, 9 Wolf Prizes, and 33 EMET Prizes.

The university emphasizes excellence in research and teaching. The Office of Academic Assessment & Evaluation, which reports to the University's Academic Policy Committee (headed by the rector), monitors the implementation of recommendations provided by internal review committees and those appointed by the Council for Higher Education. The Office for Teaching and Studying aims to improve teaching practices through workshops, development of evaluation tools of effective teaching, and more.

2.2. Mission statement, aims and goals of the institution.

The Hebrew University has set as its goals the training of public, scientific, educational and professional leadership; the preservation of and research into Jewish, cultural, spiritual and intellectual traditions; and the expansion of the boundaries of knowledge for the benefit of all humanity.

The Hebrew University's mission is to develop cutting edge research, and to educate the future generations of leading scientists and scholars in all fields of learning. The Hebrew University is part of the international scientific and scholarly network. It measures itself by international standards and strives to be counted among the best research universities worldwide.

The Hebrew University is a pluralistic institution where science and knowledge are developed for the benefit of humankind. At the same time, the study of Jewish culture and heritage are a foremost legacy of the Hebrew University.

The goal of the Hebrew University is to be a vibrant academic community, committed to rigorous scientific approach and characterized by its intellectual effervescence. These will both radiate and enlighten the University's surrounding society.



Names of holders of Senior Academic and Administrative Positions (2017)

University Administration:

Chairman of the Board of Governors:	Mr. Dan Schlesinger
President:	Prof. Asher Cohen

Rector: Prof. Barak Medina Chancellor: Prof. Menahem Ben Sasson Vice-President and Director-General: Mr. Yishai Fraenkel Prof. Re'em Sari Vice-President for Research and Development: Vice-President for External Relations: Amb. (Ret.) Yossi Gal Vice-President for International Affairs: Prof. Oron Shagrir Vice-Rector: Prof. Assaf Friedler Vice-Rector: Prof. Berta Levavi-Sivan Comptroller: Mr. Zvi Aizenstein Deans: Faculty of Humanities: Prof. Michael Segal Faculty of Social Sciences: Prof. Tamir Sheafer Faculty of Law: Prof. Michael Karayanni Faculty of Mathematics & Natural Science: Prof. Jay Fineberg Faculty of Agriculture, Food & Environment: Prof. Benny Chefetz Faculty of Medicine: Prof. Dina Ben-Yehuda Faculty of Dental Medicine: Prof. Aharon Palmon Prof. Noam Nisan School of Engineering and Computer Sciences School of Business Administration: Prof. Zvi Wiener School of Social Work: Prof. Mona Khoury-Kassabri Dean of Students: Prof. Guy Harpaz

Table 1 - Indiffer of students and faculty in the institution													
		Nu	imber o	f Studen	ts								
Faculty	В	A	N	IA	Ph	Number of faculty							
	2016/17	2017/18	2016/17	2017/18	2016/17	2017/18							
Faculty of Humanities	1474	1400	687	668	434	419	240						
Faculty of Social Sciences	1895	1841	1011	1006	343	328	198						
Faculty of Law	831	856	420	363	77	70	51						
Faculty Mathematics and													
Sciences	1392	1377	358	381	464	441	201						
Faculty of Medicine	1664	1699	927	913	318	320	87						
Faculty of Dental Medicine	221	225	229	248	41	35	12						
Faculty of Agriculture, Food													
and Environment	1441	1360	429	397	269	303	91						
School of Engineering and													
Computer Sciences	1119	1259	214	210	109	111	46						
School of Pharmacy	329	321	109	114	78	80	24						
School of Education	218	219	587	544	59	60	41						
School of Social Work and													
Social Welfare	270	257	546	595	66	66	33						
School of Business													
Administration	410	368	449	460	41	37	27						
Total	11264	11182	5966	5899	2299	2270	1051						

Table 1 - Number of students and faculty in the Institution

3. INTERNAL QUALITY ASSURANCE

3.1. A description of the institution's Quality Assurance policy and system, including its mechanisms, processes, and the responsible bodies for its implementation.

The Hebrew University has an internal quality assessment mechanism. The Office of Assessment & Evaluation, which is part of the Rector's Office and headed by a full professor (currently, Prof. Berta Levavi Sivan, the vice rector), is responsible for internal quality assessment. The Office of Assessment & Evaluation initiates timely international reviews of the academic units, and assists the units in preparing the self evaluation reports. Once a review is received, the relevant unit is asked to respond to it. The report and the response are then discussed at the University's Academic Policy Committee. This committee consists of the President, the Rector and Vice Rectors,

as well as faculty members and independent, non-faculty members. The head of the Office of Assessment & Evaluation leads the discussion, which includes presentation and Q&A with the heads of the relevant academic unit. The discussion is concluded with a set of recommendations for implementation. The head of the Office of Assessment & Evaluation is then responsible to work in cooperation with the academic unit on implementing the recommendations, including required changes in policies of the school/faculty or the university in general.

3.2. Describe the current Self-Evaluation process, including methods used by the institution, parent unit, and the department in its Self-Evaluation process; direct and indirect participants in the process, etc. Specify your conclusions regarding the process and its results.

The Self-Evaluation process is the continuation of the process that occurs continuously on multiple levels. The Rector and Dean have both asked for strategic plans over the past 5 years, and the university also underwent a full external review with a consulting firm. Thus, the current process for the MALAG is really an extension of processes that have been ongoing. There were not many surprising findings given this.

3.3. Describe the consolidation process of the Self-Evaluation Report, including its preparation, final approval, and a description of the contributions of staff members to the process.

The consolidation process was partially a compilation of many parallel processes that had been ongoing in the department (initiated by the department, faculty, and administration). The final report was reviewed by former chairs and the development committee.

3.4 Describe the mechanism used to follow-up and address the weaknesses that were highlighted by the Self-Evaluation process. Which bodies within the institution/parent unit/department are responsible for this activity?

The report was fully discussed with the new chair of psychology and many of the issues raised in the report were already on the agenda to be addressed. This is via the continuation of the work of a BA committee, a PhD committee, and the initiation of a marketing and fundraising committee.

3.5 Is the full Self-Evaluation Report accessible? If so, to whom is it accessible and to what extent?

The full report was circulated to the whole department faculty and put on a shared drive for all faculty to have access to it.

3.6 Second cycle of evaluation: in a format of a table, address the recommendations of the previous evaluation committee and describe the implementation and follow-up process (address each recommendation separately).

Recommendations and Suggestions from the previous evaluation:

A. Faculty Hires

Based on teaching and scientific needs in the department, the committee recommends that faculty hires be made in two areas: in clinical and developmental psychology.

1. In order to make the transition to a first-rate clinical science program that relies primarily on its own faculty and less on outside faculty, the department needs two additional full-time faculty researchers in clinical science.

The committee recommended having a total of 5 full time clinical faculty. We have conducted multiple searches for clinical hires. To date, we have hired one full time clinical faculty member (Kalanthroff) and one half-time clinical faculty member (nilveh; Yovell) since the committee's report. However, another clinical faculty member has moved to the developmental science (N. Yirmiya) and is less involved in the clinical program. Therefore, we continue to work on recruiting an additional 2 clinical research faculty.

2. Although the department has impressive breadth and depth, a faculty member in cognitive development is needed; such an addition would complement the recent addition in social development and would foster relations with the social, cognitive, and clinical areas.

We have made 3 developmental hires since the report (Arnon, Atzil, Benozio), two of whom started within the last year. The third hire was in cognitive development and was recently promoted and received tenure. One clinical faculty with a specialization in developmental psychopathology has also joined the developmental track (N. Yirmiya). Thus, we have successfully rejuvenated the developmental area and developed a BA concentration in developmental science. We expect to have more academic developments in this regard from this concentration in the future.

3. The committee recommends that a strategic plan be developed for securing funding for these targeted positions and that this be done in the first year, with the hires made in the second or third year.

Since the report, a strategic plan was developed and approved by with the University administration, with a target of increasing the number of faculty from 22 to 30 positions by 2022 (we have 26 as of 2018). We have hired up to 2 positions a year over the last few years, and have an agreement with the administration to continue to hire one position a year until we have 30 positions.

B. The BA Program

In the committee's view, some aspects of the undergraduate program compromise the quality of the education students receive in the department, and a concerted effort should be made to make improvements that foster excellence in undergraduate education.

1. The committee recommends that the department give priority to finding a way to include exercise (discussion) sections for each large core course in the department, enabling students to think, write, question, and speak about what they are learning, as well as to extend that knowledge to broader contexts.

Whereas including discussion sections in all mandatory core courses continues to be financially prohibitive, we have taken a number of other steps to improve the student's experiences. First, we have included extra resources to allow for a teaching assistant who will read and respond to student responses or another writing assignment in all mandatory courses and in all courses with more than 50 students. We also recommended that all tests include open-ended questions to facilitate more thinking and writing, and this has been monitored and reinforced. We are also working on re-structuring the BA studies, such that students will take larger core courses, moderate-sized advanced courses and smaller seminars. We have reduced the number of credits students receive for mandatory courses to open up their schedule for more of the latter two, which allow more discussion and more writing activities. Finally, we introduced a unique course, "getting to know science" as a smaller, mandatory course in the first year. This course provides opportunity for discussion, presentations, and small group meetings with faculty. Each section is led by one of the faculty members. Sections have 30-35 students who follow the path of investigating a timely question in psychological science, from question formation, through critical reading of history of the study of the question, to current state-of-the-art, and finally to the development of a research program.

2. In terms of the sequence of courses in the curriculum, the committee recommends that the department establish a mechanism to ensure that courses are sequenced so that advanced courses are more challenging than introductory courses, perhaps through faculty discussion, student input, and periodic review of syllabi.

As described above, we have made numerous changes in the curriculum based on this recommendation. In addition, we have created procedures for intermittent reviews of course content, regular meetings with the student representative committee, and faculty discussions.

3. The committee also recommends reestablishing a general course in introductory psychology in the first year. This would allow students to refine their interests in psychology and prepare them for more intensive advanced courses.

In October 2017, we reinstated a mandatory Introduction to Psychology course, as the committee recommended.

4. To expand the information students have available to them, the committee recommends that the department develop an advising system for undergraduates to inform them about the program and graduate and career opportunities. The program could involve faculty, administrators, advanced students, and an undergraduate organization, as appropriate.

For the past seven years, we have appointed a doctoral student who serves as a BA advisor, communicating and assisting undergraduate students[ys1]. We also appointed a faculty member who assists the chair on matters related to the BA.[ys2] These appointments have already dramatically improved the support provided to undergraduates. We are considering further developments for the coming year.

C. The MA program

The committee agrees with the department's decision to keep the number of students accepted into the

MA program small in order to ensure adequate supervision and training. Especially for the clinical program, adequate training requires curriculum and training improvements.

1. The committee recommends that all MA theses be empirically based and supervised by faculty who have empirical research programs. A core (full-time) member of the faculty should be advisor or co-advisor of each MA thesis.

Almost all MA theses are empirically based. We have not yet found it feasible for all advisors to be full-time faculty, given faculty loads and ability for students to dedicate sufficient time in labs. However, all faculty supervising theses have active research programs.

- 2. In terms of the clinical program, the committee makes a number of recommendations concerning curriculum and its structure.
- (a) First, the committee recommends that as more faculty are hired in the clinical program, the program should rely less on outside faculty for courses and research training to ensure that students are exposed to the latest clinical research and methods, and that faculty supervising student research have active research programs themselves.

As noted above, we hired one new clinical faculty member. We are working on decreasing the number of adjunct faculty teaching core courses. All faculty supervising theses have active research programs.

(b) In terms of the curriculum, the department needs to economize on the number of courses in psychopathology, assessment, and intervention it offers, in order to enable students to have time to engage more deeply in research.

The department has two goals in training clinical students: First, to prepare them to the different professional clinical tracks in psychology. Some of the requirements for such training are determined by the demands on the Ministry of Health. Second, at the same time, we provide students with skills and knowledge allowing them to pursue clinical research. The challenge, of course, is in building curriculum that maximize success in the two goals. Nonetheless, the department has taken the re-evaluation as an opportunity to re-examine this issue.

(C) Beyond this, the committee recommends that courses on psychodiagnostic tests be limited to 3 semesters (i.e., 1-1/2 annual courses) and focus on assessment tools known to be valid. No more than one semester should be offered on diagnostic instruments of questionable validity and if these are taught, the evidence on their lack of validity should be included.

The current Ministry of Health guidelines require 8 credits of assessment and diagnosis (two full years), including the clinical interview. This does not allow much flexibility, but again, the re-assessment has allowed us to reconsider this issue for the upcoming years.

(d) The committee further recommends that courses on psychopathology be reduced to 2 one-semester courses (or 1 annual course), and that not more than one course cover historical and psychodynamic approaches; one of the two courses ought to present advances in clinical science concerning psychopathology.

We have reduced the number of courses on psychopathology to 2 in 2013, and both present advances in clinical science.

(e) With regard to intervention, the committee recommends that this area be reduced to 3 single-semester courses (1.5 annual courses) focused on evidence-based treatments, with at least one semester on Cognitive Behavioral Therapies (CBT).

The ministry of health requires 5 courses (10 credits) on intervention. We currently offer six mandatory courses (12 credits), two of which (4 credits) are CBT. We also require each student to take 3 additional courses in interventions and provide a number of options to allow students to follow their interests.

(f) The committee also recommends that a curriculum committee be formed in the clinically relevant programs to regularly evaluate the syllabi used (particularly by adjuncts) to propose and ensure revisions that meet international standards in clinical science.

We have fewer adjunct faculty teaching clinical courses, and the faculty makes efforts to ensure revisions that meet international standards of clinical science.

(g) Finally, the committee suggests that the department proceed with its plan to establish an in-house clinic that will provide research and training facilities as well as serve the community.

This was examined and determined to be too expensive to develop. In its place, the clinical faculty is working on expanding a research clinic via its clinical labs. We have recently built 7 therapy rooms in a new clinical research area, which should allow more students to use evidence based interventions under the supervision of faculty. With the addition of more full time clinical faculty, this may be able to expand into a full time research clinic.

3. The committee suggests that the department consider consolidating two of its MA programs (clinical and neuropsychology, applied track) into one clinical program with two tracks, one in clinical neuropsychology, with research and practice integrated in each (rather than being designated as separate tracks).

The clinical neuropsychology track allows for licensing in neuropsychology/rehabilitation psychology and with a minor addition, medical psychology. The merger of the tracks would likely take away from the main clinical neuropsychology program in Israel. In addition, having all mandatory courses with 30+ students in them would take away substantially from the student experience. On the other hand, we do agree that resources should be combined where appropriate. Over the last 10 years, a number of courses in the two applied programs have been merged and offered jointly to both groups of students. These include: foundations of psychopathology, adult psychopathology, one semester of psychodiagnostics, and ethics. In addition, some of the optional intervention and research seminar courses are open to both programs. In the coming year, more clinical courses will be offered to the neuropsychology students including introduction to psychotherapy and introduction to CBT.

4. The committee endorses the planned consolidation of the research track of the neuropsychology program with the program in cognitive psychology to create a cognitive neuroscience program.

The department has consolidated the research tracks from the neuropsychology and cognitive psychology tracks several years ago. Nonetheless, over the last few years, there has been an overall decrease in the number of students in all research tracks, to the point that there have been very few. In the last two years, we have worked on turning this around by eliminating the

requirement of the admissions test for psychology for the research track, developing a direct MA research track, and changing the curriculum. All research programs have been merged to a general research track, and we currently have 14 students enrolled in various stages of the research track. This is a significant increase from the past.

D. The Ph.D. program

The committee supports the department's decision to de-emphasize its Master's level programs and to encourage applications from students whose goal is to complete a Ph.D. (i.e., the direct and regular tracks), as the committee believes this will enhance faculty and student productivity in research. The committee also supports the research direction the department is taking, in particular, creating closer ties with the life sciences.

We have indeed worked on developing a PhD program, which was approved in 2016 and the first students were recruited in 2017 and started in 2018. We are currently working on marketing the program and recruiting funds for it. We also believe that developing a good pipeline from the direct BA-MA research track is likely critical to the PhD program's success. Therefore, we rather than de-emphasizing the MA track, we have consolidated various programs into a single research track and continue to work on developing it as a feeder for the PhD track.

Whereas we would have liked to develop a closer relationship with the life sciences via a move to the Safra Campus, after many efforts, this became unfeasible. Therefore, in place of the move to Safra, the University built a new space for 11 labs and offices on the 5th floor of the building and both senior and junior faculty have moved in. This is a significant upgrade for the department, as a standard has now been set of having 70 sq meters of lab space, and all full-time faculty now have this. In addition, although we are not moving, there have been a number of initiatives to facilitate collaboration and idea-sharing with those on other campuses of the university. First, there is the psychobiology program, which has been in existence for many years. In addition, students from ELSC join labs and/or collaborate with faculty from psychology. One of these is the Jerusalem Brain Community (JBC), which is housed in ELSC but has many members in the department of psychology as well as others who engage in brain research. The JBC provides funding for travel and conferences (including for bringing speakers to the university), awards for articles, and an annual retreat for those who conduct neuroscience-related research. In addition, we have two members of the department who are also members of ELSC.

E. Infrastructure and Research

1. In order to foster research productivity and excellence, the research and infrastructure in the department need to be aligned or obstacles will hamper research productivity and research education. The department needs the space and technological resources to continue to conduct the high level research they do and to advance psychological science. The committee endorses the proposal that the department has made to move to the Safra campus, as it will enable the department to substantially increase lab space and to gain access to needed technologies. The space needed would constitute nearly doubling its existing space. If the move is impossible, building such a space on Mt. Scopus would be necessary. A decision is needed imminently on this. Either way, it is essential for the university's continued prominence and its ability to attract Israel's best minds that the department be designated a Natural Science in terms of the funding formula and its teaching load, which would then be on par with top universities in North America, which are necessarily competitors for top faculty.

(a) A strategic plan should be formulated within the first year (perhaps as is now being done) that includes a decision on the move, a plan for implementing the department's designation as Natural Science, and an explicit strategy for solving the space problem.

Despite considerable efforts to move the department to the Safra campus, the attempt was unsuccessful and the University Administration chose an alternative route to enhance the quality of the research done at the department. As suggested by the committee, an alternative plan was generated which include a substantial increase in the available space and resources for the department. Eleven new state-of-the-art labs and offices were built on the 5th floor, and many other labs and office spaces were renovated in the process. Furthermore, the administration agreed to fund the department as an experimental science department. The department continues thinking strategically to facilitate recruitment of top faculty (which it has succeeded in doing to date), and how to attract neuroscience/psychobiology researchers who use animal models given the limited resources currently available in comparison with ELSC.

2. As noted, graduate funding is markedly low. Graduate education at universities in Israel is underfunded relative to graduate students (MA and Ph.D. level) studying toward the doctorate in North America, which puts Israeli students who cannot go abroad for their education at a profound disadvantage, while also impeding research productivity overall. The committee thus recommends that steps be taken to increase graduate student funding, at least by designating students in psychology in the natural sciences. In addition, private fundraising efforts should be undertaken, where feasible, to increase graduate stipends.

The committee recommends that a strategic plan be formulated within the first year for increasing graduate student funding – that is, to bring it up to a level that would provide at least minimal subsistence (for example, perhaps 36,000 shekels per year). This would vastly better enable graduate students to focus on their education and training than they currently can, given that they work outside jobs that interfere.

The department considers funding of graduate student a critical issue and has been devoting considerable attention to it in the past few years. We have designed a new PhD program that guarantees funding (5000 ns month), but this funding still comes primarily from faculty members' research grants. We did manage to get a number of donations for graduate funding (approximately 2.7 million dollars endowment, which will provide an annual revenue of approximately 400,000 ns a year, which will be sufficient to fund 16-17 students annually), and have now appointed a committee to work on funding. Our priority has been funding Phd students, but once we have more funds available, we will also work on a plan to fund Masters students.

3. It makes sense to the committee that the department should push the Board of Ethics to enable clinical research that is psychological to be conducted without medical supervision, and the committee suggests this continue.

This is an ongoing issue that is related to both national/government policy regarding Helsinki committees as well as the University Ethics Committee makeup. Overall, our understanding is that most if not all research has been approved where requested. However, this issue continues to require intermittent attention. The issue of research ethics still awaits the Knesset to pass the law for human research, which has been debated for over a decade. The heads of the research universities provided the Ministry of Health a list of procedures (including psychological interventions) that are considered outside the jurisdiction of medical institutions. However, the Ministry of Health has still not accepted this list. In the meanwhile, the university is in the process of revising its ethics regulation, and an inter-institutional committee is working on establishing new guidelines that will 'release' research from the need for supervision by medical institutions' Helsinki committees.

F. Alumni

Alumni are an important resource for departments and universities; hence, the committee suggests that the department form an alumni association. Alumni associations have many benefits, among them: allowing the department to track the results of their education, allowing alumni to network with each other, fostering loyalty to the program, including the possibility of fund-raising. E-communications make forming an alumni association and communicating with alumni relatively easy, and the small size of the country will also allow valuable face-to-face meetings that can combine intellectual, e. g., state-of-thescience lectures by faculty, with social activities.

This is something that has not been considered to date, but will be in the coming year. We have targeted alumni via social media to "like" the department facebook page, but we have not devoted concentrated effort to this issue.

4. THE PARENT UNIT

4.1. The name of the parent unit, its mission statement, aims, and goals.

The Faculty of Social Sciences: History and objectives

The first attempts at teaching and conducting research on social topics at the Hebrew University were already under way in the 1930s and 1940s. At first, particular disciplines such as Jewish Sociology, the Sociology of Religion, and the Economy and Sociology of Israel and the Middle East, developed separately within the various departments of the Faculty of Humanities. Later, these and other disciplines formed a Department of Social Sciences within the Faculty of Humanities.

The social transformation that came in the wake of the War of Independence clarified the need to continue developing research in the Social Sciences. Mass immigration doubled Israel's population within just a few of years and fundamentally transformed its social fabric. The economy was quickly expanding, and had run up against serious obstacles. These conditions brought about an acute and sudden need for economists, sociologists, statisticians and management professionals in both the public and private sectors. The University at that time viewed its raison d'etre as that of educating the young population in these professions and to systematically develop research and teaching in the fields of Economics, Social Studies, and Management. The University was finally able to assume this function when its initiative coincided with a similar program put forward by friends and admirers of the late Eliezer Kaplan (lead by the late Yossef Sprinzak). These people wanted to honor the memory of Israel's first Minister of the Treasury, who had contributed greatly to the

establishment of a national economy under public administration, by lending his name to a new institution charged with securing a future for that economy and its proper administration.

That institution was launched in 1953 and was recognized as a separate Faculty, although it maintained a special relationship with the Faculty of Humanities for some time thereafter, developing its curriculum within the latter. The class of '54 -'55 already numbered 360 students, and their numbers grew annually. The joint framework of authority was divided in the spring of 1968, making the Faculty of Social Sciences a separate and independent unit from then onwards. In the academic year of 1955-1956 the new Faculty was located to a new building in Givat-Ram (now called the Edmond J. Safra Campus). The Faculty of Social Sciences relocated to the Mt. Scopus campus in 1981.

Today the Faculty is comprised of eight departments (Communications and Journalism, Economics, Geography, International Relations, Political Science, Psychology, Sociology and Anthropology, Statistics), one school (the Federman School of Public Policy and Government), and an integrative undergraduate study program: Philosophy, Political Science and Economics (PPE). In addition the faculty holds the following master programs: Urban and Regional studies; European Studies; Conflict Research, Management and Resolution; German Studies; Environmental Studies; Cultural Studies; and Glocal – Community Development Studies. The Faculty views learning and research in the social studies as its prime objective: educating students in the social sciences, while laying the theoretical foundations for knowledge in the social sciences via foundational and applied research.

4.2. What is the decision-making process for the rationale, mission, and goals of the parent unit? How are they reviewed and monitored?

The body that is academically responsible for the teaching programs is the Faculty's Teaching Committee. It is headed by the Vice Dean for Teaching and it comprises the heads of all the Faculty's teaching programs and students' representatives. The main responsibilities of the Faculty's Teaching Committee are to propose, discuss, approve and monitor all the Faculty's teaching programs including interfaculty as well as interuniversity programs. Depending on the issue at hand, new programs are submitted for ratification by the University's Standing Academic Committee and – if required – by the Council for Higher Education. Changes in teaching programs, goals and missions are delegated to the Faculty and students, via the corresponding members of the Faculty's Teaching Committee.

4.3. List of the committees operating within the parent unit, and their composition (representatives of which departments/bodies are members).

FACULTY ADMINISTRATION

Dean, Prof. Tamir Sheafer Associate Dean, Ms. Miri Shtern-Lev Academic Secretary, Ms. Ronit Sasson Accountant, Ms. Dalit Chen

FACULTY ACADEMICS: DEPARTMENTS AND STUDY PROGRAMS

Department of Communications and Journalism Department Head – Prof. Ifat Maoz Department of Economics Department Head – Prof. Erik Gold Department of Geography Department Head – Prof. Daniel Felsenstein Department of International Relations Department Head – Prof. Piki Ish-Shalom Department of Political Science Department Head – Prof. Dan Avnon Department of Psychology Department Head – Prof. Maya Tamir Department of Sociology and Anthropology Department Head – Prof. Michal Frenkel Department of Statistics Department Head – Prof. David Zucker The Fedderman School for Public Policy Head – Prof. Raanan Sulitzeanu-Kenan Graduate Program in Conflict Research, Management and Resolution Program Director – Prof. Yifat Maoz Graduate Program in European Studies Program Director – Prof. Gili Drori Graduate Program in German Studies Program Director – Prof. Gili Drori Graduate Program in Environmental Studies Head of School– Prof. Eran Feitelson Graduate Program in Glocal Community Development Program Director – Dr. Reut Brak-Weekes Gradaute Program in Urban Studies Program Director – Prof. Gillad Rosen Graduate Program in Cultural Studies Program Director – Prof. Nicole Hochner Integrative Bachelor's Program: Philosophy, Political Science and Economics (PPE) Program Director – Prof. Shlomi Segall Faculty Council

All tenure-track faculty members sit on the Faculty Council. The Dean serves as Chair. Significant issues are brought before the Council after having been discussed and authorized by the Academic Matters Committee or any other of the relevant Faculty Committees.

Faculty Appointments/Development Committee

Chair: Prof. Tamir Sheafer, Dean

The Faculty Appointments/Development Committee discusses the inception and appointment of new Faculty members. It also discusses faculty development programs.

Teaching (Academic Matters) Committee

Chair: Prof. Limor Shifman, Vice Dean

The Academic Matters Committee deals with issues related to study curricula and teaching. The committee consists of representatives of all the departments in the Faculty of Social Sciences. The representative of the student body of the Faculty also participates in the Committee meetings. The Academic Matters Committee incorporates a Subcommittee of Student Affairs, which addresses extraordinary student requests that depart from the rules and regulations laid down in the Faculty's course catalogue.

Scholarship Committee

Chair: Prof. Nurit Stadler

The Scholarship Committee determines students' and visitors' eligibility for scholarships. Such scholarships include: Merit scholarships for post-graduate students, comprehensive scholarships for doctoral students, the Rothschild Scholarship for post-doctoral research, the Lady Davis scholarship for Professors and Post-Doctoral visitors.

Research and Infrastructure Committee

Chair: Prof. Maya Tamir

The Faculty Research and Infrastructure Committee assists in procuring equipment and means essential to Faculty researchers. The Committee coordinates vis-à-vis the University authorities the allocation of initial resources to Faculty newcomers, allocates Faculty resources, and serves as a conduit for general coordination between the Faculty and the University Research and Development Authority.

Library Committee

Chair: Prof. Arie Kacowicz

The Library Committee is primarily responsible for expanding the libraries and databases at the disposal of researchers and students in the Faculty. The Committee oversees the transfer of printed journals to electronic databases, and ensures efficient and effective use of budgetary funds earmarked towards updating the libraries of the various departments. The Committee is also responsible for directing Faculty resources towards procuring quality high-ranked journals and towards updating the map library and social sciences database.

Ethics Committee

Chair: Dr. Yehuda Goodman

The Ethics Committee discusses research proposals and ensures that all research conforms to the principles established in the Helsinki Declaration.



Table 2 - Number of students and faculty in the Parent Unit												
Number of Students Number of faculty												
Department	В	A	Μ	[A	Pł	nD	faculty					
	2016/17	2017/18	2016/17	2017/18	2016/17	2017/18	2016/17	2017/18				
Psychology	488	518	84	79	68	64	24.75	27.25				
Sociology	283	259	63	59	53	45	18.75	18.75				
Political Science	450	390	66	52	44	54	21	20.5				
International												
Relations	579	591	54	50	26	24	14.5	15.5				
Statistics	177	194	27	53	17	14	10.5	10				
Economics	602	527	37	40	22	17	21.5	23.5				
Communication &												
Journalism	357	340	68	67	42	40	15.75	14.2				
PPE	251	264					2.75	3				
Geography	147	136	129	111	21	19	13	13				
Public Policy -												
Cadets			51	55			0	0				
Public Policy -												
Honors			55	44	22	24	0	0				
Conflict Resolution			43	41	7	5	0	0.5				
Glocal			46	49			0	0				
European Studies			30	26	8	6	0	0.5				
German Studies			16	26	4	3	1.5	1.5				
Economics &												
Public Policy			14	12			0	0				
Cultural Studies			46	29	8	8	1.5	1				
Environmental and												
Natural Resource												
Management and												
Policy			37	33			0	0				
Total	1895	1841	866	826	342	323	145.5	149.2				

5. THE DEPARTMENT/STUDY PROGRAM

5.1. The Study Program

5.1.1. OVERVIEW

5.1.1.1. The name of the department/study programs, and a brief summary describing its development since its establishment.

Psychology was first taught at the Hebrew University in the Department of Education, with the appointment of Dr. Joseph Bonaventura as the first incumbent of the Chair of Psychology in 1939. From his arrival, the focus was on teaching, and there are no known reports of research. In 1948, Dr. Bonaventura was killed when Arabs attacked a convoy of Hebrew University professors and administrators on their way to the Mount Scopus campus.

The department was reopened in 1957 by Dr. Shlomo Kugelmass, who had completed his Ph.D. in psychology at Columbia University. Dr. Kugelmass founded and shaped the Department of Psychology at the Hebrew University during its early years, and served as its first chairman from 1957 to 1968. The BA program established at that time was and still is, strongly research-oriented and eclectic in its theoretical approach, attempting to cover a broad range of areas, with a strong emphasis on research methods and statistics. By 1966 the department had added a two-year MA program, which required a research thesis and included specialized programs in clinical and educational psychology. These programs necessitated the development of appropriate facilities, ranging from an animal laboratory to contact with clinics and hospitals for supervised clinical training.

Two graduates of the emerging psychology department, Dr. Daniel Kahneman and the late Dr. Amos Tversky, went on to receive their Ph.D. degrees in the United States and returned as faculty to the evolving department (Dr. Kahneman 1961-1978, and Dr. Tversky 1968-1978). Their joint work during these years included their seminal studies in Prospect Theory, for which both received prestigious awards, including the Nobel Prize (awarded to Prof. Kahneman in 2002). Since its inception, the Department of Psychology has invested immense efforts in creating the infrastructure for state-of-the-art individual laboratories for the study of psychobiology, neuropsychology, human cognition, child development, psychotherapy, and social interaction. Currently, the department has two BA programs (psychology and psychobiology), three MA programs (independent/research, clinical, neuropsychology), and a Ph.D. track. 5.1.1.2 The department's/study programs' mission statement, aims and goals. What is the strategic plan of the department and its study programs? (Address the decision-making process, revision, and monitoring).

Psychology is both an academic and applied discipline involving the scientific study of mental processes and behavior. Psychology is one of the behavioral sciences—a broad field that extends from the humanities to the social sciences to the physical sciences. Psychology attempts to understand the role of human behavior in social dynamics while incorporating physiological and neurological processes into its concept of mental functioning.

The Department of Psychology comprises a faculty of scientists whose mission is to contribute to our understanding of behavior; to disseminate this knowledge to students, other scientists, and the public, for the purpose of ultimately applying this knowledge to people's wellbeing. All full-time faculty have experimental laboratories, making the department a full-fledged, laboratory-based, experimental department. Our undergraduate instructional mission is to provide a broad perspective on psychology within a research university. Students in the undergraduate (BA) program in Psychology are taught to think rationally, creatively, and critically, to communicate clearly, both verbally and in writing, and to collect, analyze and interpret data from a scientific viewpoint, with an emphasis on research methods and statistical thinking. The program is committed to providing undergraduate students with research experiences early in their career. Students participate in research as subjects in their first year and are encouraged to participate in research projects of faculty members in their second and third year. Students are also encouraged to try out clinical work by participating in a supervised tutorial program accompanied by a course and supervision.

The Psychology Department offers a Master's (MA) program in psychology in four areas, three of which are primarily applied programs: Clinical Psychology, Neuropsychology, and rehabilitation (applied), and Educational and Clinical Child Psychology (in collaboration with the School of Education); we have reorganized the various research programs (cognitive, social, developmental, psychobiology) into a single multidisciplinary program. The general objective of the MA program is to prepare students for careers in academic and applied settings. The program aims to enable students to achieve a general knowledge of research and statistical methods, competence in research skills, mastery of professional skills relevant to their field of specialization. A research thesis is required from all students of the MA program. The primary goal of the Doctoral Program in Psychology (Ph.D.) is the training of researchers, for academic and applied settings. The program trains students in the methods, principles, and ethics of scientific inquiry so that they will become scientists capable of contributing to the base of the scientific knowledge about psychology, and to train psychologists who will apply this knowledge in applied settings.

The understanding of human behavior is an essential area in the scientific investigation of the natural world. Our goal is to reshape the department to reflect major new directions in the field, including an emphasis on psychology's essential contribution to the understanding of social, emotional, and cognitive functions; their derivatives, development and when they go awry. We believe that the future of the field is via the integration of multiple levels of analysis and various perspectives from psychology and associated fields such as neuroscience, genetics, biology, biochemistry, and more. In addition, complex questions often require advanced mathematical and statistical models in order to best ask these questions. Therefore, we believe it essential that our Ph.D. students are up-to-date on the most advanced, current methods. We are trying to advance new study programs for the Ph.D. and MA, and maintain ties with other research centers and programs at the university, including cognitive science, the Center for Rationality, the Computational Center, and the ELSC. Many of these centers have been joined together by the relatively new "Jerusalem Brain Community," of which many of the faculty and their students are members.

The department developed a strategic plan 5 years ago, under the guidance of the previous chair, Prof. Leon Deouell, and this has been updated three times in the last five years by request of the president, rector and dean. Discussions are held with the development committee as well as with former department chairs who are not on the development committee.

5.1.1.3 List the bodies responsible for planning and managing the study program. Describe the mechanisms responsible for introducing changes and updating the study program and how they operate. Specify any fundamental changes in the study program during the last five years, as well as recent and planned (upcoming year) changes in the study program.

The department's main body for managing the study program in terms of long-term outlook is the Development Committee, and for day to day, academic issues is the Teaching Committee. In addition, there is a BA Committee which has been working on improvements in the BA program and a Ph.D. Committee which has been developing a new Ph.D. program and MA research track. The head of the department oversees these committees, with support from the BA faculty head. There are also heads of the clinical, child clinical/education and the neuropsychology MA programs who oversee these programs and ensure that the programs are both up to date and consistent with the ministry of health's mandates. There have been a number of changes that have occurred over the past 5 years. These include finalization and approval of new Ph.D. and MA research programs to start in 2018, a direct BA-MA research track started in 2017, an enriched lab experience for excellent students started in 2017, and a developmental science concentration in the BA started in 2017. In 2012, a new course was introduced as mandatory: Getting to know science. This is a year long course that meets biweekly and provides the basic understanding of how science is made by started with an advanced layperson's article on a topic, learning to find the sources and then working backwards to the origin of the idea. Within this context, students learn how to read articles, and how science is conducted. We offer 5-6 courses to keep the numbers to 35 or lower, which allows significant small-group interactions with the instructor, who is a faculty member. We also reinstituted Introduction to Psychology in 2017. Also, starting in 2018, we have created an option for students to learn R instead of SPSS. Over the last 5 years, core psychology courses were reduced from 3 to 2 credits in order to free up course credits for more advanced courses. Once it became clear that the move to the Safra Campus was no longer possible, we focused on optimizing the setup in Mount Scopus. The administration built a new floor for us with 11 labs and 11 offices and recognize the department as an experimental science program. In addition, intensive efforts have been made to rejuvenate the faculty which had lost a number of positions due to retirement and unexpected deaths. Thus, the department has been undergoing a major rebuilding over the last 5 years.

5.1.1.4 Describe the mechanism for coordinating and examining the contents that are, in fact, being taught, if such a mechanism exists.

Periodically, there have been different groups that have examined the contents of what is taught. This process has involved multiple members, from the head administrator and chair, to the teaching committee, to the BA committee, to the student-faculty committee.

5.1.1.5 List the courses provided by the department to other units, if such courses exist. In the 2017/2018 academic year, the department of psychology offered two courses to their cornerstone program:

- 1. "Freud-Kohut: the Theoretical and Therapeutic World of Psychoanalysis"
- "Personality Development across the Lifespan: Continuity, Change, Nature and Nurture"

Students in the psychology program were not allowed to attend either of these courses.

5.1.1.6. List the non-academic bodies involved in the running and the activities of the parent unit and study program, if such bodies exist.

Not applicable

5.1.1.7 Research of undergraduate students:

5.1.1.7.1. To what extent are the undergraduate students involved in research projects of faculty? Is there a structured mechanism (e.g. courses; credits for participating)?

All the faculty members at the department offer an undergrad elective course named practical lab experience (עבודה מעשית מחקרית). These courses give undergraduate students an opportunity to experience the research aspect of the work of a psychologist. The students work a minimum of 4 hours in one of the laboratories. They are integrated into the ongoing work of the laboratory (e.g. running experiments, participating in research planning, analyzing the results) and receive guidance from the teachers involved. This experience is open to second and third year students.

The grade in the course is determined on the basis of ongoing work and the submission of a senior thesis. Participation in practical work entitles them to 4 credit points, and writing a seminar paper entitles them to an additional 4 credits, for a total of 8 credits (the credits for each course are awarded separately).

In addition, 87 undergraduate students are currently working in one of the laboratories (they can't work in a lab where they do the fieldwork course). Hence, some of the students get to work in one lab and to do academic research work in another lab.

5.1.1.7.2. Is there a procedure for encouraging students to carry out independent research?

The research experience course and the seminar paper are both typically used for the context of independent research. In addition, since the last academic year, outstanding students are offered the opportunity to do extended research work (at least a <u>year and a half</u> for 10 credits in total: 6 credits for practical research work + 4 credits seminar paper). This extended practical work includes research based on the research idea of the student and is managed by the head of the laboratory. The invitation to be a part of this program is sent to students who are in the top 10% of the first year grade average.

The head of the laboratory accompanies the research through its various stages: from developing the concept, planning and executing the research, analyzing and writing the results. The purpose of the research project is to enable integration into the research laboratory in the context of personal research, which may be continued as part of the student's second and third degrees (it is

possible for a student to apply for admission to the MA track for further research, but this is optional). The goal is to train students to conduct research, worthy of publication in a scientific journal and/or presentation at a research conference.

5.1.1.8. In summary, to what extent has the program achieved its mission and goals? What are its strengths and weaknesses?

The department is succeeding in drawing excellent students and training them in the basics of psychological science. In the BA, we believe that students complete the degree with a good amount of skills and knowledge. We would like more of the students to desire to continue to advanced degrees with a scientific angle. The extended research experience, BA-MA direct, the developmental concentration, and new PhD programs are all attempts to address this. We are still not able to require lab experiences for all BA students, nor do all students want one. For the MA, we had a dearth of students interested in the experimental tracks, and we hope have found ways to fix this. In 2018, we have a full cohort of students for the first time in many years. The applied MA tracks continue to draw a good number of applicants, and the challenge is to identify those who are true scientist-practitioners. For the PhD, we are able to draw excellent students, but there are concerns that we do not draw a sufficient number of them. In addition, we are unable to provide sufficient financial support for the graduate students.

Supporting Documents

- A chart of the academic and administrative organizational structure of the department and its study program/s (including relevant committees and names of senior position holders).
- A flow chart of the program presenting the process of completing the degree fully. The chart should present the "program at a glance" at all degree levels. (Format attached).
- **Table 3** (Excel appendix).
- Table/list: research projects and number of undergraduate students involved.



Red: Mandatory Courses

Green: Courses from other departments

Blue: Courses that are taught in English

Table 3 - The Study Program										
BA/MA/PhD										
	Year 1 - Mandatory courses									
Track/S	S Course Title		0 1	Weekly Teaching Hours					Number	Name+Ran
pecializ ation		er	ts	Fr on	Ex erc	O nli	Lab orat	Se mi	of Students	k of Lecturer
BA	INTRODUCTION TO	1	2	Y	X	X	X	Х	215	Prof Maya Tamir

	PSYCHOLOGY - 51101				1			1		
BA	BASIC PRINCIPLES IN BIOLOGY - 51106	1	4	Y	Y	х	Х	Х	204	Dr. Neta Rimmerman- Shdema
ВА	STATISTICAL THINKING IN PSYCHOLOGY - 51102	1+2	6	Y	Y	Х	Х	Х	213	Dr. Yoni Pertzov
ВА	PARTICIPATION IN RESEARCH - 51110	1+2	0	Х	Х	Х	Х	Х	216	Х
ВА	INFORMATION & LIBRARY RESOURCES 74122	1 /+ 2	0	Х	Х	Х	Х	Х	Х	X
BA	A VIEW TO PSYCHOLOGICAL SCIENCE: SOCIAL DEVELOPM - 51116	1+2	2	Y	X	X	X	X	34	Prof Ariel Knafo
BA	A VIEW TO PSYCHOLOGICAL SCIENCE: FACIAL EXPRESSIONS - 51117	1+2	2	Y	x	X	Х	х	35	Prof Hillel Aviezer
ВА	A VIEW TO PSYCHOLOGICAL SCIENCE: ATTENTION AND EYE MOVEMENTS - 51119	1+2	2	Y	X	х	Х	Х	35	Dr. Yoni Pertzov
BA	A VIEW TO PSYCHOLOGICAL SCIENCE: DECISIONS - 51120	1+2	2	Y	X	X	Х	x	35	Prof Ilan Yaniv
BA	A VIEW TO PSYCHOLOGICAL SCIENCE: Distrust - 51121	1+2	2	Y	x	X	Х	X	36	Dr. Ruth Mayo
	Year 2	- Mand	atory	cou	irses	6		1		
BA	EXPERIMENTAL PSYCHOLOGY - 51301	2	4	Y	Y	Х	Х	Х	182	Dr. Eyal Kalanthroff
ВА	METHODS IN PSYCHOLOGICAL RESEARCH (B.A.) - 51307	1	3	Y	Y	х	Х	Х	193	Prof Ram Frost
BA	COMPUTERS IN SOCIAL RESEARCH (SPSS+EXCEL) - 51108	1	2	Y	Y	Х	Х	х	203	Dr. Roie Knaanie
	Year 1-	3 - Man	datory	co	urse	es				
BA	PERSONALITY 51503	2	2	Y	Χ	Х	Х	Х	194	Dr. Salomon Israel
ВА	PSYCHOBIOLOGICAL PROCESSES - 51537	2	3	Y	Х	Х	Х	Х	203	Dr. Shir Avraham-Atzil
ВА	COGNITIVE PROCESSES 51539	2	2	Y	Х	Х	Х	Х	203	Ms. Galit Agmon
ВА	ABNORMAL PSYCHOLOGY 51626	2	2	Y	Х	Х	Х	Х	195	Prof Orya Tishby
	Year 2-	3 - Man	datory	v co	urse	es				

ВА	SOCIAL PSYCHOLOGY - 51201	1	2	Y	Х	Х	Х	Х	176	Dr. Tali Kleiman		
ВА	DEVELOPMENTAL PSYCHOLOGY - 51202	2	2	Y	Х	Х	Х	Х	182	Dr. Avi Benozio		
BA	NEUROPSYCHOLOGY - 51404	1	2	Y	Х	Х	Х	Х	209	Prof Hillel Aviezer		
BA	SEMINAR PAPER B.A. 51544	1/+2	4	Х	Х	Х	Х	Х	Х	Х		
	Year 2-3 - Elective Cou	urses (10	-14 cr	edit	s dı	ırin	g the	e de	gree)			
				W	eek	yТ	eachi	ing				
Track/S		0	0 1]	Hoi	irs		Number	Name+Ran		
pecializ	Course Title	Semest	Credi	Fr	Fr Ex		Ex O		O Lab		of	k of
ation		er	ts	on	erc	nli	orat	mi	Students	Lecturer		
				tal	ise	ne	ory	nar				
	FIELD WORK: INFO.											
BA	PROCESSING AND	1+2	4	Y	Х	х	X	Х	4			
	LEARNING - 51107									Prof Ram Frost		
BA	Field Work: Selected Topics in	1+2	4	v	x	x	x	x	6			
DIT	Learning and Memory - 51405	1 + 2		1					0	Prof Anat Maril		
BA	Field work: Psychophysiological	1+2	4	Y	x	x	x	x	2	Prof Gershon		
	Detection of Info 51506	1.2		-						Ben-Shakhar		
BA	FIELD WORK - RESEARCH - 51507	1+2	4	Y	Х	X	Х	х	17			
BA	Filed Work: Studying Anxiety Disorders 51513	1+2	4	Y	Х	X	Х	Х	4	Prof Jonathan Huppert		
BA	FIELD WORK: SOCIAL DEVELOPMENT 51525	1+2	4	Y	Х	X	X	Х	5	Prof Ariel Knafo		
BA	Field work: My thought depends on you - 51548	1+2	4	Y	Х	X	X	Х	10	Dr. Ruth Mavo		
	FIELD WORK: THERAPEUTIC											
BA	COMMUNITY: PRACTICAL APPLICATION - 51554	1+2	4	Y	Х	Х	Х	Х	4	Dr. Yoni Pertzov		
ВА	Field Work: The biology of social behavior -51632	1+2	4	Y	Х	X	Х	Х	5	Dr. Salomon Israel		
ВА	Field Work: Judgment and Decision - 51685	1+2	4	Y	Х	Х	Х	X	6	Prof Ilan Yaniv		
BA	FIELD WORK: Expression and recognition of emotions - 51776	1+2	4	Y	Х	X	X	Х	9	Prof Hillel Aviezer		
BA	Field work: Neuropsychology of Psychopathology - 51688	1+2	4	Y	X	X	X	X	4	Dr. Eyal Kalanthroff		
BA	Field work: Attention in Space and Time - 51691	1+2	4	Y	X	X	X	X	2	Dr. Ayelet Landau		
BA	Field work: Social Cognition - 51687	1+2	4	Y	Х	X	X	Х	4	Dr. Tali Kleiman		

ВА	Field work: Perception and communication difficulties - 51686	1+2	4	Y	X	x	Х	X	1	Prof Merav Ahissar
ВА	Field work: The Neuroscience of Empathy - 51714	1+2	4	Y	X	X	Х	X	6	Dr. Anat Perry
ВА	Field Work: The Parent-Infant Dyad - Brain, Hormones and Behavior - 51765	1+2	4	Y	X	X	Х	X	4	Dr. Shir Avraham-Atzil
BA	FIELD WORK: EMOTION AND EMOTION REGULATION - 51972	1+2	4	Y	x	X	Х	X	7	Prof Maya Tamir
ВА	Field work: Conscious, Unconscious and Social Cognition - 51697	1+2	4	Y	x	Х	Х	х	4	Prof Ran Hassin
BA	THE PHILOS. FOUNDATIONS OF COGNITIVE SCIENCE - 06110	2	3	Y	X	x	Х	X	92	Prof Oron Shagrir
BA	Meaning and Computation - 06111	2	2	Y	х	Х	Х	х	33	Dr. Omri Abend
ВА	INTODUCTION TO COGNITIVE NEUROSCIENCE - 06128	2	3	Y	X	X	Х	х	50	Dr. Ayelet Landau
BA	Arguments for the existence of God - 06821	2	2	Y	X	х	Х	X	53	Dr. Eliezer Zilberfenig
BA	ACADEMIC WRITING FOR PSYCHOLOGISTS - 51111	2	1	Y	Х	Х	Х	Х	68	Dr. Liat Netzer
ВА	PSYCHOLOGY & POLITICS IN SOC. COMMUNITY CONTEXT - 51407	1	2	Y	х	Х	Х	х	71	Dr. Amram Dolev
ВА	FREUD'S THINK. & INFLUE. ON CURR. INTELLEC. THIN - 51509	1	2	Y	x	Х	Х	х	63	Dr. Zvi Carmeli
ВА	FIELD WORK - EXPERIENCE IN THERAPEUTIC MILIEU - 51510	1+2	4	Y	Х	х	Х	X	26	Mr. Avner Hacohen
ВА	INTRODUCTION TO PSYCHOTHERAPY FIELD - 51605	1	2	Y	Х	х	Х	х	113	Mr. Avner Hacohen
BA	FREUDIAN PSYCHOANALYSIS -51543	1	2	Y	Х	Х	Х	Х	39	Dr. Joakim Stein
BA	PSYCHOANALYSIS AFTER FREUD - 51553	2	2	Y	Х	Х	Х	Х	69	Dr. Shlomo Beinart
ВА	THE NATURE AND NURTURE OF THE SOCIAL BRAIN - 51631 Teaching	1	2	Y	X	X	Х	х	118	Dr. Salomon Israel

	Languages: English									
	Neuropsy. of the frontal lobes:			v	v	v	v	v		Prof Dan
BA	functions and disfunctions - 51708	2	2	ĭ	Λ	Λ	Λ	Λ	58	Hoofien
	Emotional life of the infant -									
	developmental psychodynamic			Υ	Х	Х	Х	Х		Dr. Smadar
BA	approach - 51760	1	2						89	Gertner
	INTRODUCTION TO									
	COGNITIVE BEHAVIOR			Y	Х	Х	Х	Х		
BA	THERAPY - 51965	1	2						98	Dr. Iftah Yovel
BA	Perception - 51502	1	2	Y	Х	Х	Х	Х	13	Prof Merav Ahissar
BA	Social Neuroscience - 51415	1	2	Y	Х	Х	Х	Х	23	Dr. Anat Perry
	Introduction to Evolutionary			v	v	v	v	v		Dr. Avi
BA	Psychology - 51567	2	2	Ŷ	Λ	А	А	Λ	40	Benozio
	A Look into Psychological			v	v	v	v	v		
BA	Research - 51772	2	2	1	Λ	Λ	Λ	Λ	20	Dr. Ruth Mayo
DА	THEODY OF TESTING 51542	1	2	Y	Х	Х	Х	Х	1.4	Dr. Tzur
DA	HEORI OF TESTING - 51542	1	2						14	Karelitz
BA	MAKING 51917	1	2	Y	Х	Х	Х	Х	15	
DI	OBJECT ORIENTED	1	2						15	Prot Ilan Yaniv
	PROGRAMMING WITH									
	PYTHON FOR PSYCH			Y	Υ	Х	Х	Х		
BA	STUDENTS - 51719	1	2						13	Dr. Arie Schlesinger
BA		2	2	Y	Х	Х	Х	Х	25	Dr. Yoni
	Applied Cognitive Science -00013									Pertzov
BA	Sminar supervisors without a	1+2	0	Y	Х	Х	Х	Х	33	
Voor	2.3 Elective CoVrees Teachin	a Lana	10000	En	مانه	h (+		mod:	to during	the decree
Icai	2-5 - Elective Corrises - reaching	g Langi	ages.		gus. crot	ide)	wuc	Icui	ts duini	g life degree
	THE NATURE AND	elective		505		lusj		1		1
	NURTURE OF THE SOCIAL			v	v	v	x	v		
BA	BRAIN - 51631	1	2	1	Δ	Δ	Δ	Δ	118	Dr. Salomon
DIX	FACIAL EXPRES: THEORY &	1							110	181201
MA	RESEARCH - 51845	1	2	Y	Х	Х	Х	Х	19	Prot Hillel Aviezer
ВΛ	EMOTION 51975	2	2	Y	Х	Х	Х	Х	67	Prof Maya
DA	ENVIRONMENTAL	<u></u>							07	Tamir
BA	PSVCHOLOGY 49625	1	2	Y	Х	Х	Χ	Х	28	
DIT	Vear 3 Elective Cours						BA (ente)	
	NEUROPSVCHIATRV-				per	1 10		Juu		
	COGNITION OF MENTAL			\mathbf{v}	v	x	x	x		
MA	DISORDERSS - 6828	1	3	1	1		~~		39	Prot Shahar Arzy
		*		× 7	**	**	X 7	*7		Dr. Tal Shanv-
MA	Neuropsychology of social	2	2	Y		X	X		24	Ur

MA	RESEARCH SEMINAR PAPER	1/+2	0	Х	Х	Х	Х	Х	32	
MA	- 51181	1/+2	0	Υ	Х	Х	Х	Х	51	
	DRODOSAL FOR MA THEER									Dr. Ittah Yovel
MA	ADVANCED RESEARCH	1	4	Y	Υ	Х	Х	Х	40	DIGIN
	ADVANCED RECEARCY			ıaı	ise	ne	ory	nar		
					ise		orat	1111 12.00		
ation		er	ts	11	L'A	nli	Lau	mi	Students	Lecturer
pecializ	Course Title	Semest	Credi	Fr	Fr Ex O Lab Se		of	k of		
Track/S				Hours					Number	Name+Ran
				W	'eekl	y T	eachi	ng		
	Year 1	- Mand	atory	cou	rses	3				
	MA	A - C lin	ical <i>I</i>	Are	a					
MA	51/22	2	2	L					27	Hoofien
	CLINICAL INTERVIEW -		_	Y	Х	X	Х	Х	~=	Prof Dan
	INTRODUCTION TO									
MA	experimental research - 51746	2	2						4	Schul
	questionnaires: insights from	-		Y	Х	Х	Х	Х		Prof Yaacov
	Understanding survey						_			
MA	(in)Consistency - 51871	1	2	Ĺ					8	Kleiman
	Cognitive and Motivational			Y	Х	x	х	Х		Dr. Tali
MA	MAKING - 51917	1	2	Ĺ					15	Prof Ilan Yaniv
	JUDGMENT AND DECISION			Y	Х	х	Х	Х		
MA	perspective - 51904	1	2						7	Hassin
	consciousness A cognitive		_	Y	Х	Х	Х	Х	_	Prof Ran
	From the unconscious to human				**	**				
MA	HUMAN ALTRUISM 51883	2	2	1	Λ	Λ	Λ	Λ	20	Israel
				v	v	v	v	v		Dr. Salomon
MA	SEMINAR - 51819	1	2						12	Kleiman
	PSYCHOLOGY: PRO-			Υ	Х	х	Х	Х		Dr Tali
	ISSUES IN SOCIAL									
MA	normal brain aging - 51445	1	2						10	Ur. Tai Shany- Ur
	characteristics of pathological and			Y	Х	х	Х	Х		D# T-1 01
	Cognitive and behavioral									man varu
МА	Development of PTSD - 51991	2	2	Υ	Х	Х	Х	Х	31	Ilan Vald
14177	Risk and Resilience Factors in the	<u> </u>	5						20	Prof. Han Yaniv
МА	PROCESSES OF	2	3	Y	Х	Х	Х	Х	20	
	SIMULATION GAMES AND									
MA	Concealed Info 51858	1	2						13	Klein-Selle
	Psychophysiological Detection of			Y	Х	Х	Х	Х		Ms. Nathalie
										Prof. Gershon BenShakhar
	assessment and treatment - 51446									Due f. Courte e
	cognition - mechanisms.									
	··· 1 ·	1		1	1	1	1	1		

	M.A 51717									
MA	MA THESIS SEMINAR - 51971	1+2	2	X	x	х	Х	х	32	Prof Hillel Aviezer + Dr. Tali Kleiman
МА	PSYCHODYGNOSIS A' AND CLINICAL INTERVIEW - 51885	1	4	Y	Y	х	Х	X	29	Dr. Laura Canetti
MA	PSYCHODIAGNOSIS B - 51886	2	4	Y	Y	Х	Х	Х	17	Dr. Laura Canetti
MA	INTRODUCTION TO PSYCHOPATHOLOGY - 51812	1	2	Y	х	Х	Х	Х	22	Dr. Eyal Kalanthroff
МА	PSYCHOPATHOLOGY OF THE ADULT - 51723	2	2	Y	х	Х	Х	Х	23	Dr. Eyal Kalanthroff
MA	PRACTICE OF PSYCHOTHERAPY - 51794	1	2	Y	х	Х	Х	Х	17	Prof Yoram Yovel
МА	ESSENTIAL IDEAS IN PSYCHOANALYTIC THEORY - 51689	2	2	Y	х	Х	Х	х	17	Dr. Zvi Carmeli
МА	RECENT THEOR. & PRACT EDVANCES IN COG-BEHAV THEO - 51966	2	2	Y	x	Х	Х	х	17	Dr. Iftah Yovel
MA	COG. BEHAVIORAL PSYCHOTHERAPY - 51823	1	2	Y	х	х	Х	Х	17	Prof Jonathan Huppert
МА	PSYCHOTHERAPY RESEARCH: PROCESSES & OUTCOMES - 51890	1	2	Y	X	х	Х	x	17	Prof Jonathan Huppert
МА	WORKSHOP 1ST YEAR - 51877	1+2	1	Y	х	Х	Х	Х	17	Prof Orya Tishby
MA	Clinical Colloquium - 1st Year - 51961	1+2	2	Y	х	х	Х	х	17	Dr. Eyal Kalanthroff + Dr. Iftah Yovel
MA	MINI PRACTICUM - 51839	1+2	2	Y	Y	Х	Х	Х	17	Dr. Ilan Wald
МА	RESEARCH SEMINAR: POST TRAUMA-ETIOLOGY, THERAPY, COURSE - 51976	1+2	4	Y	X	Х	Х	х	7	Dr. Eytan Bachar
МА	RESEARCH SEMINAR - PSYCHOTHERAPY PROCESSES & OUTCOMES: CBT FOR PANIC DISORDER - 51798	1+2	4	Y	X	X	X	X	4	Prof. Jonathan Huppert
МА	Seminar Research - Process amd outcome in short term psychodynamic psychotherapy - 51796	1+2	4	Y	X	х	X	X	7	Prof. Orya Tishby
MA	Research seminar: Neuropsychological functioning in	1+2	4	Y	X	X	Х	X	6	Dr. Tammy Pilowsky Peleg

	developmental disabilities - 51892									
MA	What is the learning problem of			v	x	x	x	x		Prof. Merav
11121	individuals with Autism? - 51771	1+2	4	1	Δ	Δ	Δ	Δ	5	Ahissar
MA	Research Seminar: Implicit			Y	x	x	x	x		
	Personality Assessment B - 51449	1+2	4	1					5	Dr. Iftah Yovel
	Year 2	- Mand	latory	cou	irses	5				
	ADVANCED									
MA	PSYCHOTHERAPY -			Υ		Х	Х	Х		Dr. Eytan
	PSYCHODYNAMIC	1	2		Х				18	Bachar
MA	ADVANCED COURSE IN			v		v	v	v		Dr. Laura
10173	PSYCHODIAGNOSTICS	1+2	4	1	Х	Λ	л	Λ	19	Canetti
MA	WORKSHOP 2nd YEAR - 51820	1+2	1	Y	х	Х	Х	Х	17	Prof. Orya Tishby
2.64	Clinical Colloquium - 2nd Year -			X 7		*7	*7	37		Dr. Eyal
MA	51963	1+2	2	Ŷ	x	Х	Х	Х	17	Kalanthroff + Dr. Iftah Voyel
	FIELD WORK IN CLINICAL	1.2							17	Di. Ittali Tover
MA	PSYCHOLOGY	1+2	4	х	Х	Х	Х	Х	18	
	Year 1-2 - Elective co	ourses (6 cred	its (duri	ng	the d	legro	ee)	
3.6.4	Theoretical and clinical aspects of			37		v	v	v		Prof. Yehuda
MA	ADHD - 34916	2	2	r	Χ	Λ	Λ	Λ	27	Polak
	INTRODUCTION TO									
MA	CLINICAL INTERVIEW -			Y		Х	Х	Х		Prof. Dan
	51722	2	2		Х				27	Hoofien
МА	Family Therapy - 37941	2	2	Y	X	х	Х	Х	36	Prof. Yoel Elitzur
МА	Integrative Parent-Child Therapy -			v		v	v	v		
1017.1	51944	1	2	1	Х	Λ	л	Λ	8	Dr. Eyal Eliash
	THE RELATIONAL									
MA	APPROACH TO			v		v	x	v		
1417.1	PSYCHODYNAMIC PSYCHOT			1		Δ	Δ	Δ		Prof. Orya
	- 51718	1	2		Х				7	Tishby
	TREATMENT ACCORDING									
MA	TO SELF-PSYCHOLOGY -			Υ		Х	Х	Х		Dr. Eytan
	51540	2	2		Х				23	Bachar
	THE PSYCHODYNAMIC									
MA	APPROACH TO SHORT-TERM			Y		Х	Х	Х		Prof. Orya
	INTERV 3928	1	2		Χ				31	Tishby
MA	TREATMENT OF ANXIETY -			Y		х	х	Х		
	51953	1	2		Х				16	Elchanan Adler
MA	Risk and Resilience Factors in the	6	_	Y		Х	Х	Х		
	Development of PTSD - 51991	2	2		X				31	Dr. Ilan Wald
MA	APPLICATION OF	2	2	Y	Х	Х	Х	Х	5	Prof. Dan

	PSYCHOTHERAPEUTIC			1		1				Hoofien
	APPRO. IN REH - 51869									
	Neuropsychology of social									
	cognition - mechanisms.			Y	Х	Х	Х	Х		Dr. Tal Shany-
MA	assessment and treatment - 51446	2	2						24	Ur
	Cognitive and behavioral									
	characteristics of pathological and			Y	Х	Х	Х	Х		Dr. Tal Shany-
MA	normal brain aging - 51445	1	2						10	Ur
	Year 1-2 -	Electiv	e cour	ses	(Ex	<u>ctra</u>)			
	A hands-on tutorial: mixed effect			v	\mathbf{v}	\mathbf{v}	v	\mathbf{v}		
MA	models in R - 51406	1	1	1	Λ	Λ	Λ	Λ	22	Prof. Ram Frost
	An alternative approach to data									
	analysis: Bayesian statistics and			Y	Х	Х	Х	Χ		
MA	modelling - 51413	2	2						20	Prof. Ram Frost
	Cognitive Electrophysiology			v	v	v	v	v		Pro. Leon
MA	Workshop - 51864	1	1	1	Λ	Λ	Λ	Λ	19	Deouell
	Topics in Experimental			v	v	v	v	v		Prof. Ran
MA	Psychology	1	2		Δ	Δ	Δ	Δ	12	Hassin

MA - Applied Neuropsychoolgy Area Year 1 - Mandatory courses										
										Track/S pecializ ation
Fr on tal	Ex erc ise	O nli ne	Lab orat ory	Se mi nar						
МА	ADVANCED RESEARCH METHODS - 51895	1	4	Y	Y	Х	Х	Х	40	Dr. Iftah Yovel
МА	PROPOSAL FOR M.A. THESIS - 51181	1/+2	0	Y	Х	х	Х	X	51	
МА	RESEARCH SEMINAR PAPER M.A 51717	1/+2	0	X	Х	х	Х	X	32	
МА	MA THESIS SEMINAR - 51971	1+2	2	x	х	X	X	X	32	Prof Hillel Aviezer + Dr. Tali Kleiman
MA	PSYCHODYGNOSIS A' AND CLINICAL INTERVIEW - 51885	1	4	Y	Y	X	X	x	29	Dr. Laura Canetti
МА	NEUROPSYCHOLOGICAL TESTS A -51879	1	2	Y	Х	Х	Х	Х	12	Dr. Tammy Pilowsky Peleg
МА	NEUROPSYCHOLOGICAL TESTS B -51777	2	2	Y	Х	Х	Х	Х	12	Dr. Tammy Pilowsky Peleg
МА	FUNCTIONAL			v	v	v	v	v		
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11121	NEUROANATOMY - 51778	1	2	1	Λ	Δ	Λ	Λ	13	Dr. Zohar Tal
	ISSUES IN COUNSELING									
MA	TREATMENT &			Υ	Х	Х	Х	Х		Dr. Shiri Ben-
	PSYCHOTHERAPY - 51773	2	2						12	Naim
MA	REHABILITATION			Y	x	x	x	x		Dr. Shiri Ben-
	PSYCHOLOGY - 51996	2	2						12	Naim
MA	INSTITUTIONS -51899	0	0	Х	Х	Х	Х	Х	12	Prof. Dan Hoofien
	RESEARCH SEMINAR: POST									
MA	TRAUMA-ETIOLOGY,			Y	Х	Х	Х	Х		Dr. Eytan
	THERAPY, COURSE - 51976	1+2	4						7	Bachar
	RESEARCH SEMINAR -									
	PSYCHOTHERAPY									
MA	PROCESSES & OUTCOMES:			Y	Х	Х	Х	Х		
	CBT FOR PANIC DISORDER -									Prof. Jonathan
	51798	1+2	4						4	Huppert
	Seminar Research - Process amd									
MA	outcome in short term			Y	Х	Х	X	Х		
	psychodynamic psychotherapy -	1 . 0	4						7	Prof. Orya
	51/96 D	1+2	4						/	Tishby
NTA	Research seminar:			v	v	v	v	v		
MA	Neuropsychological functioning in	1+2	4	r	Λ	Λ	Λ	Λ	6	Dr. Tammy
	What is the learning problem of	1+2	4						0	Pilowsky Peleg
MA	individuals with Autism? 51771	1+2	4	Y	Х	Х	Х	Х	5	Prof. Merav
	Research Seminar: Implicit	1 + 2	- T						5	Anissar
MA	Personality Assessment B - 51449	1+2	4	Y	Х	Х	Х	Х	5	Dr. Iftah Yovel
	Year 2	- Mand	latory	cou	irses	5				1
MA	MASTERS THESIS - 74445	0	0	Х	Х	Х	Х	Х		
	COG THERAPY &									
	PSYCHOTHERAPY IN									
MA	NEUROPSYCH REHABI -			Y		Х	Х	Х		Dr. Tal Shapy
	51696	1+2	4		Х				5	Ur
	NEUROPSYCHOLOGY:									D GI
MA	SUBSTRATES AND			Y		Х	Х	Х		Prof. Leon Dequel + Prof
	MECHANISMS - 51712	1+2	6		Х				8	Eli Wertman
MA	INTRODUCTION TO			v		v	v	v		Dr. Eval
MA	PSYCHOPATHOLOGY - 51812	1	2	r	Х	Λ	Λ	Λ	22	Kalanthroff
МА	PSYCHOPATHOLOGY OF			v		v	v	v		Dr. Eyal
MA	THE ADULT - 51723	2	2	ľ	Х			Λ	23	Kalanthroff
MA	FIELD EXPERIENCE IN			v	v	v	v	v		Prof. Dan
10177	NEUROPSY.	0	0		Λ	Δ	Λ	Λ	8	Hoofien

	(MINIPRACTICUM)			1						
МА	Etichs - 51795	1	2	Y	х	Х	Х	Х	13	Mr. Shay Lederman
	Year 3	- Mand	latory	cou	irses	5	1		T	1
MA	CLINICAL EXPERIENCE IN NEUROLOGY - 51898	1+2	2	X	Х	Х	Х	Х	8	Prof. Leon Deouel
МА	SEMINAR IN NEUROPSYCHOLOGY - 51980	1+2	4	Y	X	х	Х	Х	8	Dr. Tammy Pilowsky Peleg + Prof. Dan Hoofien
	Year 1-2 - Elective co	ourses (6 cred	lits (duri	ng	the d	legr	ee)	1
МА	Theoretical and clinical aspects of ADHD - 34916	2	2	Y	X	Х	Х	Х	27	Prof. Yehuda Polak
МА	INTRODUCTION TO CLINICAL INTERVIEW - 51722	2	2	Y	x	х	Х	х	27	Prof Dan Hoofien
MA	Family Therapy - 37941	2	2	Y	x	X	Х	X	36	Prof. Yoel Elitzur
МА	Integrative Parent-Child Therapy - 51944	1	2	Y	Х	х	Х	Х	8	Dr. Eyal Eliash
МА	THE RELATIONAL APPROACH TO PSYCHODYNAMIC PSYCHOT - 51718	1	2	Y	X	х	X	X	7	Prof. Orya Tishby
МА	TREATMENT ACCORDING TO SELF-PSYCHOLOGY - 51540	2	2	Y	X	x	Х	X	23	Dr. Eytan Bachar
МА	THE PSYCHODYNAMIC APPROACH TO SHORT-TERM INTERV 3928	1	2	Y	X	Х	Х	х	31	Prof. Orya Tishby
МА	TREATMENT OF ANXIETY - 51953	1	2	Y	Х	Х	Х	Х	16	Elchanan Adler
МА	Risk and Resilience Factors in the Development of PTSD - 51991	2	2	Y	х	Х	Х	Х	31	Dr. Ilan Wald
МА	APPLICATION OF PSYCHOTHERAPEUTIC APPRO. IN REH - 51869	2	2	Y	X	х	Х	Х	5	Prof. Dan Hoofien
MA	Neuropsychology of social cognition - mechanisms. assessment and treatment - 51446	2	2	Y	X	х	Х	x	24	Dr. Tal Shany- Ur
МА	Cognitive and behavioral characteristics of pathological and	1	2	Y	Х	Х	Х	Х	10	Dr. Tal Shany- Ur

	normal brain aging - 51445									
	Year 1-2 -	Elective	e cour	ses	(Ex	tra)			
MA	A hands-on tutorial: mixed effect models in R - 51406	1	1	Y	X	X	Х	X	22	Prof. Ram Frost
MA	An alternative approach to data analysis: Bayesian statistics and modelling - 51413	2	2	Y	X	X	Х	X	20	Prof. Ram Frost
МА	Cognitive Electrophysiology Workshop - 51864	1	1	Y	Х	х	Х	Х	19	Pro. Leon Deouell
MA	Topics in Experimental Psychology	1	2	Y	Х	Х	Х	Х	12	Prof. Ran Hassin

Research projects and the number of undergraduate students involved.

Fieldwork courses 2017-2018 academic year

Course name	Lecturer	Number of students
Fieldwork: Info. Processing and Learning	Prof. Ram Frost	4
Fieldwork: Selected Topics in Learning and Memory	Prof. Anat Maril	6
Fieldwork: Psychophysiological Detection of Info.	Prof. Gershon Ben Shakhar	2
Fieldwork – research		17
Fieldwork: Studying Anxiety Disorders	Prof. Jonathan Huppert	4
Field Work: Social Development	Prof. Ariel Knafo-Noam	5
Fieldwork: My Thought Depends on You	Prof. Ruth Mayo	10
Fieldwork: Therapeutic Community: Practical Application	Dr. Yoni Pertzov	4
Fieldwork: The Biology of Social Behavior	Dr. Salomon Israel	5
Fieldwork: Judgment and Decision	Prof. Ilan Yaniv	6
Fieldwork: Expression and Recognition of Emotions	Prof. Hillel Aviezer	9
Fieldwork: Neuropsychology of Psychopathology	Dr. Eyal Kalanthroff	4
Fieldwork: Attention in Space and Time	Dr. Ayelet Landau	2
Fieldwork: Perception and communication difficulties	Prof. Merav Ahissar	1
Fieldwork: The Neuroscience of Empathy	Prof. Anat Perry	6
Fieldwork: The Parent-Infant Dyad - Brain, Hormones and Behavior	Dr. Shir Atzil	4
Fieldwork: Emotion and Emotion Regulation	Prof. Maya Tamir	7
Fieldwork: Conscious, Unconscious and Social Cognition	Prof. Ran Hassin	4

	Topic 1	Topic 2	Topic 3			Elec	tives		
				Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9
1 st year	Introduction to	Statistical	Biological	Field Work:	Field Work:	Philosophical	Meaning and	Introduction to	Academic
	Psychology	Thinking in	Foundation of	Research	Clinical	Foundations of	Computation	Cognitive	Writing for
		Psychology	Behavior			the Cognitive		Neuroscience	Psychologists
						Sciences			
	Understanding	Personality**	Cognitive	Attention	Psychology and	Freud's	Freudian	Psychoanalysis	Introduction to
	Psychological		Processes**		Politics in Social	Contributions	Psychoanalysis	after Freud	Psychotherapy
	Science				Community	to Modern			
					Context	Psychotherapeu			
						tic Approaches			
	Abnormal	Developmental	Social	The Nature and	Neuropsycholo	Emotional Life	Positive	Introduction to	Personality
	Psychology **	Processes**	Processes**	Nurture of the	gy of the	of the Infant:	Psychology:	Cognitive	Development
				Social Brain	Frontal Lobes:	Developmental	Selected Topics	Behavioral	Across the
					Functions and	Psychodynamic		Therapy	Lifespan:
					Dysfunctions	Approach			Continuity
									Change Nature
	Englation of	Devel a bial a size		Danala d'in contaction	Demonsting	Numeralista	Deserved	Derestored	Salf Canature
	Foundation of	Psychobiologica		Psycholinguistic	Perception	Neuropsychiatry	Depression and	Depression and	Self Control
	aneuropsycholo	1 processes		8		. Cognition of Montal	Cognitive and	Cognitive and	
	gy					Disorders	Emotional	Emotional	
						D15010C15.	Aspects Part 1	Aspects Part 2	
				I		l		rispects 1 att 2	

Bachelor's of Arts	in Psychology.	Hebrew	University	of 1	lerusalem.	Israe
Dachelor 5 Or mits	in i sychology,	TICDICW	Onversity	J	crusaiem,	131ac.

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2 nd year	Fieldwork in	Supervision in	Statistical	Treatment	Values	Neuroendocrine	Facial	Cognitive and	Human
	Psychological	use of the	Methods in	According to	Development	Basis of Social	Expressions:	Motivational	Altruism
	studies	Library	Psychological	Self-Psychology	_	Stress and	Theory and	Inconsistency	
			Research			Social Behavior	Research		
	Understanding	Experimental	Seminar Work	Simulation	Risk and	Advanced	Cognitive and	Neuropsycholo	Genes and
	Excel and SPSS	Psychology and		Games and	Resilience	Cognitive	Behavioral	gy of Social	Environment in
		Research		Processes of	Factors in the	Processes	Characteristics	Cognition-	Language
		Methods		Negotiations	Development of		of Pathological	Mechanisms,	Acquisition
					PTSD		and Normal	Assessment,	
							Brain Aging	and Treatment	
				Parenthood:	Learning and	Trust and	Object Oriented	Brain Rhythms	Issues in Social
				Science and	Dyslexia Part 1	Distrust: Theory	Programming	and Cognition	Psychology:

			Experience		and Real Life	with Python for Psychology Students	pro-seminar
			Psychological Aspects in Decision Theory- Advanced Topics	Eating Disorders			
\downarrow	\downarrow	\downarrow		\downarrow	\downarrow	\downarrow	

3 rd year	Research Seminar							
		\downarrow	\downarrow		\downarrow	\downarrow	\downarrow	\downarrow
4 th year								

+ ycai					
(if					
relevant					
)					

** These are required courses that must be taken by the end of the degree, but the students have the freedom to choose which year they prefer to register for the course.

*** The Bachelor's of Arts program in Psychology has a dual-major and single-major track. Students in the single-major track have the same requirements as the dual major track, but are required to take between 14-18 course credits of electives instead of 10-14.

****Students must also take cornerstone courses in fields outside of their major. The options for these differ based on which majors the student chose outside of Psychology. More information can be found here (in Hebrew) https://ap.huji.ac.il/book/%D7%93%D7%95-%D7%97%D7%95%D7%92%D7%99-22.

	Topic 1	Topic 2	Topic 3			Elec	tives		
				Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9
1 st year	Introduction to Psychology	Statistical Thinking in Psychology	Biological Foundation of Behavior	Field Work: Research	Field Work: Clinical	Philosophical Foundations of the Cognitive Sciences	Meaning and Computation	Introduction to Cognitive Neuroscience	Academic Writing for Psychologists
	Understanding Psychological Science	Cognitive Processes	Participation in Research Studies	Attention	Psychology and Politics in Social Community Context	Freud's Contributions to Modern Psychotherapeu tic Approaches	Freudian Psychoanalysis	Psychoanalysis after Freud	Introduction to Psychotherapy
	Supervision in use of the Library	Personality	Psychobiologica l Processes	The Nature and Nurture of the Social Brain	Neuropsycholo gy of the Frontal Lobes: Functions and Dysfunctions	Emotional Life of the Infant: Developmental Psychodynamic Approach	Positive Psychology: Selected Topics	Introduction to Cognitive Behavioral Therapy	Personality Development Across the Lifespan: Continuity Change Nature and Nurture
	Introduction to the Science: Brain and Behavior for Students in the Psychobiology Program			Psycholinguistic s	Perception	Neuropsychiatry : Cognition of Mental Disorders:	Depression and Anxiety: Cognitive and Emotional Aspects Part 1	Depression and Anxiety: Cognitive and Emotional Aspects Part 2	Self Control
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Bachelor's of Arts in I	sychobiology, Heb	rew University of	Jerusalem, Israel
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2 nd year	Fieldwork in	Experimental	Statistical	Treatment	Values	Neuroendocrine	Facial	Cognitive and	Human
-	Psychological	Psychology and	Methods in	According to	Development	Basis of Social	Expressions:	Motivational	Altruism
	studies	Research	Psychological	Self-Psychology	_	Stress and	Theory and	Inconsistency	
		Methods	Research			Social Behavior	Research		
	Understanding	Seminar Work	Cognitive	Simulation	Risk and	Advanced	Cognitive and	Neuropsycholo	Genes and
	Excel and SPSS		Processes	Games and	Resilience	Cognitive	Behavioral	gy of Social	Environment in
				Processes of	Factors in the	Processes	Characteristics	Cognition-	Language
				Negotiations	Development of		of Pathological	Mechanisms,	Acquisition
					PTSD		and Normal	Assessment,	
							Brain Aging	and Treatment	

	Abnormal	Developmental	Social Processes	Parenthood:	Learning and	Trust and	Object Oriented	Brain Rhythms	Issues in Social
	Psychology	Processes		Science and	Dyslexia Part 1	Distrust: Theory	Programming	and Cognition	Psychology:
				Experience		and Real Life	with Python for		pro-seminar
							Psychology		
							Students		
	Foundations of	Final Seminar		Psychological	Eating				
	Neuropsycholo	Project		Aspects in	Disorders				
	gy			Decision					
				Theory-					
				Advanced					
				Topics					
	Seminar in	Seminar in							
	Psychobiology	Psychobiology							
	Part 1	Part 2							
	\downarrow	\downarrow	\downarrow		\downarrow	\downarrow	\downarrow		
			1		I		I	I	I
3 rd year	Seminar Work	Supervised							
		Biological							
		Research OR							
		Practical							
		Research Work							
		in							
		Psychobiology							
L	1	↓	\downarrow			↓	↓	↓	↓
4 th year									
(if									
relevant									
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	Topic 1	Topic 2	Topic 3			Elec	tives		
				Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9
1 st year	Advanced Research Methods	Research Seminar	MA Thesis Seminar	Theoretical and Clinical Aspects of ADHD	Treatment According to Self-Psychology	Application of Psychotherapeu tic Approaches in Rehabilitation Psychotherapy	Risk and Resilience Factors in the Development of PTSD	Neuropsycholo gy of Social Cognition- Mechanisms, Assessment, and Treatment	Cognitive and Behavioral Characteristics of Pathological and Normal Brain Aging
	Seminar Final Project	Clinical Workshop Year 1	Clinical Colloquium	The Good Enough Care- Winnicott and Bowlby	Introduction to Family Therapy and Parent Consultation	Eating Disorders			
	Psychodiagnosti cs Part 1	Psychodiagnosti cs Part 2	Research in Psychotherapy: Research Processes and Outcomes						
	Foundations of Psychopatholog y	Psychopatholog y of the Adult	Cognitive Behavioral Therapy						
	Advanced Cognitive Behavioral Therapy	Practice of Psychotherapy	Mini Practicum						
	Essential Ideas in Psychoanalytic Theory								
	\downarrow	\downarrow	\downarrow	\downarrow	\downarrow	\downarrow	\downarrow		

Master's of Arts in Applied Clinical Psychology, Hebrew University of Jerusalem, Israel

2 nd year	Clinical Colloquium Year 2	Advanced Psychotherapy	Ethics			
	Advanced Psychodiagnosti cs	Practicum	Thesis			

	\downarrow	\downarrow	\downarrow	\downarrow	\downarrow	\downarrow		
3 rd year								
		\downarrow	\downarrow		\downarrow	\downarrow	\downarrow	\downarrow
4 th year (if								
relevant)								

Master's of Arts in Neuropsychology, Hebrew University of Jerusalem, Israel

	Topic 1	Topic 2	Topic 3			Elec	tives		
				Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9
1 st year	Advanced	Research	MA Thesis	Theoretical and	Treatment	Application of	Risk and	Neuropsycholo	Cognitive and
	Research	Seminar	Seminar	Clinical Aspects	According to	Psychotherapeu	Resilience	gy of Social	Behavioral
	Methods			of ADHD	Self-Psychology	tic Approaches	Factors in the	Cognition-	Characteristics
						in Rehabilitation	Development of	Mechanisms,	of Pathological
						Psychotherapy	PTSD	Assessment,	and Normal
								and Treatment	Brain Aging
	Seminar Final	Clinical	Clinical	The Good	Introduction to	Eating			
	Project	Workshop Year	Colloquium	Enough Care-	Family Therapy	Disorders			
		1		Winnicott and	and Parent				
				Bowlby	Consultation				
	Psychodiagnosti	Psychodiagnosti	Research in						
	cs Part 1	cs Part 2	Psychotherapy:						

			Research						
			Processes and						
			Outcomes						
F	Foundations of	Psychopatholog	Cognitive						
Р	Psychopatholog	y of the Adult	Behavioral						
	y	-	Therapy						
	Advanced	Practice of	Mini Practicum						
	Cognitive	Psychotherapy							
	Behavioral								
	Therapy								
E	Essential Ideas								
	in								
I	Psychoanalytic								
	Theory								
	\downarrow	\downarrow	\downarrow	\downarrow	\downarrow	\downarrow	\downarrow		
2 nd year	Clinical	Advanced	Ethics	Theoretical and	Treatment	Application of	Risk and	Neuropsycholo	Cognitive and
	Colloquium	Psychotherapy		Clinical Aspects	According to	Psychotherapeu	Resilience	gy of Social	Behavioral
	Year 2			of ADHD	Self-Psychology	tic Approaches	Factors in the	Cognition-	Characteristics
						in Rehabilitation	Development of	Mechanisms,	of Pathological
						Psychotherapy	PTSD	Assessment,	and Normal
								and Treatment	Brain Aging
	Advanced	Practicum	Thesis	The Good	Introduction to	Eating			
Р	Psychodiagnosti			Enough Care-	Family Therapy	Disorders			
	cs			Winnicott and	and Parent				
				Bowlby	Consultation				

3 rd year	Supervision	Clinical	Master's Thesis			
_	Seminar in	Experience in				
	Neuropsycholo	Neurology				
	gy					

	\downarrow	\downarrow		\downarrow	\downarrow	\downarrow	\downarrow
4 th year (if							
relevant)							

Master's of Arts in Experimental Psychology, Hebrew University of Jerusalem, Israel

	Topic 1	Topic 2	Topic 3			Elec	tives		
				Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9
1 st year	Research centered program- main focus is to work on thesis in the lab	Advanced Statistics: Computational Modeling and Data Analysis	Neuropsycholo gy: substrates and mechanisms	Neuroscience of Empathy	Values Development	Neuroendocrine Basis of Social Stress and Social Behavior	Advanced Social Psychology	Issues in Social Psychology: Pro Seminar	Facial Expressions: Theory and Research
	Research Seminar Paper	Research Seminar	Toolbox: Advanced Methods	Neural Mechanisms of Parenting and Bonding	Cognitive and Motivational (in)Consistency	Human Altruism	From the Unconscious to Human Consciousness A Cognitive Perspective	Psycholinguistic s	An alternative Approach to Data Analysis: Bayesian Statistics and Modelling
	Topics in Experimental Psychology A	Topics in Experimental Psychology B	Social and Clinical Colloquium	Life Quality, Intelligence, Creativity: The Facet Theoretical Approach	Introduction to Meta-Analysis	Autism	Seminar on Theories of Attitudes		
L				↓	Ļ	↓	Ļ		

2 nd year	Social and	Brain and Mind:	Masters Thesis	Neuroscience of	Values	Neuroendocrine	Advanced Social	Issues in Social	Facial
	Clinical	A Cognitive		Empathy	Development	Basis of Social	Psychology	Psychology: Pro	Expressions:
	Colloquium	Perspective				Stress and		Seminar	Theory and
						Social Behavior			Research
				Neural	Cognitive and	Human	From the	Psycholinguistic	An alternative
				Mechanisms of	Motivational	Altruism	Unconscious to	s	Approach to
				Parenting and	(in)Consistency		Human		Data Analysis:
				Bonding			Consciousness		Bayesian
							A Cognitive		Statistics and
							Perspective		Modelling
				Life Quality,	Introduction to	Autism	Seminar on		
				Intelligence,	Meta-Analysis		Theories of		
				Creativity: The			Attitudes		
				Facet					
				Theoretical					
				Approach					
	\downarrow	\downarrow	\downarrow		\downarrow	\downarrow	\downarrow		
3 rd vear									

3 rd year								
	_							
		\downarrow	\downarrow		\downarrow	\downarrow	\downarrow	\downarrow
4 th year								
(if								
relevant								
)								

	Topic 1	Topic 2	Topic 3	Electives					
				Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9
1 st year	12 credits total over the course of the degree determined by each student's dissertation committee	Doctoral Seminar Part 1	Doctoral Seminar Part 2						
	\downarrow	\downarrow	\downarrow	\downarrow	\downarrow	\downarrow	\downarrow		
2 nd year									
	↓ 	↓ 	↓ 		↓ 	↓ 	↓ 		
3 rd year									

Doctoral Degree in Psychology, Hebrew University of Jerusalem

	\downarrow	\downarrow		\downarrow	\downarrow	\downarrow	\downarrow
4 th year (if							
relevant)							

5.1.2. Internationalization

5.1.2.1. What is the international strategy of the institution? How is it reflected in the mission and goals of the department/study program?

A leading research university must work internationality in order to evolve and ensure its status in today's world. The Hebrew University, and in its footsteps the Social Sciences Division of the university invest a large amount of effort into internationalization. In order to strengthen this area, the Faculty of Social Sciences created a new position, responsible solely for internationalization. Among other things, this position was created to:

- Launch new study programs taught in English, intended to bring international students to Israel. Currently, there are several such programs in the Faculty (such as the program for Conflict Research Management and Resolution, or European Studies).
- Diversify the types of courses taught in English.
- Increase the number of students who leave for student exchange programs
- Increase the number of faculty members who leave for faculty exchange programs.
- Create joint study programs with leading universities throughout the world.
- Create joint research workshops with leading universities throughout the world.

5.1.2.2. List the international features of the department/study program, if exist.

Some labs have international students (PhD and Postdocs) and we have a joint PhD agreement with the University of Amsterdam. Students also go abroad for a semester or year. We are planning on launching a joint program with Utrecht University in 2018-2019 including funded student exchange and research collaborations between faculty.

Supporting Documents:

- Table: number of international students, including both local students studying abroad and international students coming into the department/study program.
- **Table 4** (Excel appendix).

Table 4 - Student Mobility				
Degree Level	Country of Origin/Destination	Inbound	Outbound	
Bachelor	The Netherlands		+	
	The Netherlands		+	
	The Netherlands		+	
	Spain		+	
	Austria		+	
	United Kingdom		+	
	Germany		+	
	Austria		+	
	Germany		+	
	Singapore		+	
	The Netherlands		+	
Master	Switzerland	+		
	Germany	+		
	Switzerland	+		
Total (Numl	ber + Percentage)	3 (3.75%)	11 (1.8%)	

Table 4 - Student Mobility			
Degree	Inbound/Outbound	Country of Origin/Destination	
		The Netherlands	
		The Netherlands	
		The Netherlands	
	Outbound	Spain	
Bachelor	Exchange	Austria	
		United Kingdom	
		Germany	
		Austria	





5.2. Teaching and Learning Outcomes

5.2.1. Teaching

5.2.1.1 List the institutional Quality Teaching activities offered: training of new and existing faculty (including adjunct faculty), support for teaching technologies, etc.

The University offers a two-day teaching workshop (at least 14 hours long) for new faculty. The faculty of social sciences also provides one on one advising sessions for new faculty as well as workshops in time management, grant writing, and professional development. In addition, new lecturers are assigned a mentor from the senior faculty, who assists them in the initial stages of their academic career. Tutors are also obligated to attend a unique workshop at the beginning of every academic year.

5.2.1.2. Teaching regulations and information: list the regulations that address studentfaculty relations in terms of teaching obligations (deadlines and schedules, availability, etc.), regulations regarding content and publication of syllabi (including the coursework and grading structure), and the mechanism for publishing and disseminating the information to students. There are institutional guidelines for teaching procedures. The Teaching and Study Procedures Regulations (NHL) are published on the University's website and as part of the University's journal, which is accessible to all university students and is published in Hebrew, Arabic, and English.

There is an established and regulated mechanism for updating curriculum and syllabi. Each course at the university has an updated syllabus in conjunction with the publication of each course in the course catalog as well as in the teaching management system - MOODLE.

There is a computerized system for updating and controlling all syllabi at the Hebrew University. Each syllabus includes, among other things, scope, objectives, learning outcomes, methods of study, bibliography, and evaluation methods in the course. This mechanism operates according to predetermined schedules, with the guiding principle being that the course syllabus and its assignments cannot change beyond the period of change in which the student can change his/her registration for the course (generally two weeks from the course opening). The associate dean of teaching also is in charge of addressing individual student's concerns and collaborates with the chair and the head of the BA to give prompt responses.

5.2.1.3. Teaching surveys: describe the institutional system (frequency, percentage of courses addressed, the process of evaluation, responsible bodies for feedback and follow-up, etc.).

At The Hebrew University, the Faculty of Social Sciences and the Department of Psychology place considerable importance on the quality of teaching. At the end of each semester, students are asked to fill out evaluations for every course they take (the evaluation is for the course and for the lecturer separately). The evaluation is done by an online survey. These evaluations are taken very seriously at both the University and faculty levels. The compiled students' evaluations for each course and lecturer are available to students as part of the course description in the course catalog. Outstanding teachers are awarded commending letters from the Rector and the Department Chair, and their names are publicized by the University on Outstanding Teacher posters in each department. The best teachers are also awarded a Rector's prize for outstanding teachers.

If students grade a course 6 or less (out of 9), a senior lecturer is appointed to examine the problems of the course and give recommendations on how to improve it. In addition, a workshop is offered annually for teachers with poor evaluations from their students, in an attempt to improve their teaching skills. The Dean and the Chair follow up with such teachers and assess the improvement in their teaching. Teaching skills are an important factor in faculty promotion and are

seriously considered by promotional committees for all levels of promotion. In cases of promotion with tenure, a senior teacher attends a typical lecture given by the candidate and submits a teaching skill report to the promotion committee.

5.2.2.Learning Outcomes

5.2.2.1. List the program's Intended Learning Outcomes (ILO). How were they set and where are they stated? Please refer to each track and each degree level separately. In framing your response, consider the following:

5.2.2.1.1. Specify what the ILOs of your program are.

The BA program's goal is to offer students a conceptual framework as well as the tools and knowledge that will enable them to understand and analyze psychological phenomena. This is done, among other things, by offering a solid basis in statistics and research methods as well as foundations in core areas of psychology.

The Research MA programs' goals are to deepen students' knowledge in Psychology and train them towards a professional life in research, whether it be in academia or in other contexts. The applied MA programs' goals are to deepen students' knowledge in psychology in the model of the scientist-practitioner and the clinical scientist. Both models attempt to provide the students with strong foundations in research and the basics in clinical applications so that they are prepared to continue on to their internships and licensing in their respective areas. The goal is to develop both academic psychologists as well as clinicians.

The programs' goals are periodically reviewed by the Chair of the Department and the development committee. They are clearly stated in the description of each program (in the online Yearbook or course catalog). The LO of each individual course appears in its syllabus which is available in the online yearbook or course catalog.

5.2.2.1.2. Emphasize wanted competences, skills, and impact of the program. See 5.2.2.1.3

5.2.2.1.3. Clearly describe skills and competencies, rather than just content knowledge. An example could include the following description: 'at the end of the degree...the student should be able to...'

The goal of the BA program is to have students learn how to think critically, express themselves verbally and in writing clearly and logically, and, most importantly, to have them be able to describe the basics of psychological science and current trends and issues. They should be able to design and execute a simple experiment, analyze its data, and write up a report. They should be able to critically read an article from a scientific psychology journal and understand its content, structure, and findings. They should be able to discuss current issues related to the common areas of psychology. Students should be prepared to continue on for an advanced degree in psychology or related fields.

The goal of the experimental MA program is to have students advance sufficiently in their knowledge of methods, statistics, and theories of psychological science that they can conduct an empirical, experimental inquiry regarding a cutting-edge theoretical question related to psychological science. They should be able to determine a novel research question, design a study to examine the question, and then conduct the study, analyze the results, and write up the whole product in the format of an article appropriate for psychology or a related field. The MA student at the end of their degree should be able to discuss their main area of interest in depth and breadth that will allow them to identify the important directions in a specific field. They should be prepared to go on for more advanced training at the level of the Ph.D.

The goal of the applied MA programs is to have students be trained similarly to those in the experimental program, but with an eye towards basic or applied questions and theory. In addition, they should receive sufficient training in applied psychology that they are able to continue on for their internship in their area of specialty. Ultimately, they should be trained as scientist-practitioners.

The goal of the Ph.D. program is to train students at the highest level of cutting-edge psychological science. Each student should develop their own research program, which is guided by theory, uses advanced methods that are up to date, and include multiple studies (or less frequently, one large study). By the end of their degree, the Ph.D. should be an expert in his or her area of interest. He or she should be able to describe the major theoretical issues related to their topic of interest, design studies that will advance the field via novel knowledge, and have the ability to execute and write up these studies with minimal supervision.

5.2.2.2. Who writes and grades the examinations and exercises? How is their validity assessed?

The course instructor, and in larger courses, the instructor along with the teaching assistants, write the exercises and examinations. Validity is determined by students preparedness to participate in advanced courses or to execute research on a topic.

5.2.2.3 Who grades the written assignments? Describe the methods applied to evaluate written assignments and projects. What kind of feedback, apart from the grade, is given to the students?

Written assisgnments are typically graded by the instructors/faculty, at times also with assistance of teaching assistants, who are provided clear grading guidelines. Graders examine logic, methods, and writing, and typically comment and provide feedback to the students in addition to the final grade.

5.2.2.4. Training and field work:

5.2.2.4.1. Describe the training/fieldwork required in the program, including its contents and scope.

<u>Clinical Psychology Masters Program</u>: The curriculum is based on two years of theoretical study and practicum, which must be performed during consecutive years. According to the regulations of the Psychological Council of the Ministry of Health, an MA in clinical psychology is necessary in order to register as a psychologist and in order to complete an internship in clinical psychology (which then allows accreditation as an expert clinical psychologist).

<u>Neuropsychology Masters Program</u>: During the course of the studies, students also join medical students for several weeks of study and experience in the Department of Neurology at Hadassah Hospital. Depending on the student's personal preference, it is possible to choose the application track with an emphasis on studies in the field of Pediatric neuropsychology (children), applied neuropsychology in adults or a combination of the two.

For both of these programs, negative assessments by the counselors in practical therapeutic and diagnostic tasks during the course of the first, second, or third year will result in the cessation of studies in all courses and the cessation of studies in the program. All required courses must be completed prior to the commencement of practical work in the third year.

5.2.2.4.2. Describe the methods applied to evaluate training/fieldwork. What kind of feedback is given to the students?

Since 2012, there is a formal evaluation form for the clinical psychology program that each practicum supervisor is asked to complete electronically. These forms are evaluated by the head of the clinical program and the assistant to the head. Practicum supervisors are requested to review their evaluations with the students. Similar evaluations are conducted in the neuropsychology program.

5.2.2.5. Any other methods applied to measure the achievements of the students.

The method used to measure learning outcomes is, for the most part, written examinations.

5.2.2.6. In summary, to what extent have the methods applied to measure the teaching and learning outcomes achieved their goals? Are the ILOs achieved by the students?

In general, exams are imperfect measures of the LO and as such are limited in what they can achieve. Nonetheless, it is the most objective measure we have. The LO of students is also assessed by the grade of the seminar paper (and research thesis) they write and this provides a more personal, and subjective, measure of the overall LO achieved by a student.

In general, it is often perceived that many students "study for the exam" meaning that they want to know how to answer exam questions rather than studying in order to understand the topics being taught. We have added open-ended questions for exams and encourage instructors to give written assignments to help remedy this. It is not clear what can more be done to change this situation.

In the applied areas, we also obtain feedback from practicum sites to determine whether they have obtained sufficient clinical skills to continue to an internship.

Supporting Documentation:

- Table: method of examination and the percentage of its use in the program.
- Histogram: distribution of the final grades over the last three years (in all degree levels).
- List of places of training (including the number of students in each).

Table: method of examination and the percentage of its use in the program.								
Final Exam	Presentation	Participation	Final Assignments	Home work	Final Reports	Research Project	Quizzes	Other
25%	18%	44%	40%	24%	1%	13%	0.00%	11%

Undergraduate



Graduate



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List of Places	of I raining	(including the	e number	of students	in each)

No.	Name of	Track of	Mini	Number	Course
	institution	undergraduate studies	practicum/practicum	of students	number
1	Jerusalem Hills Therapeutic Centers JHTC	Clinical Area	Mini Practicum Practicum	2 2	51839 51826
2	Adult Psychiatry Hadassah Medical Center	Clinical Area	Mini Practicum	3	51839
3	Children Psychiatry Hadassah Medical Center	Clinical Area	Mini Practicum	2	51839
4	Psychological Service at the Hebrew University	Clinical Area	Mini Practicum	2	51839
5	The Jerusalem Mental Health Center (Kfar Shaul)	Clinical Area	Mini Practicum Practicum	4 2	51839 51826
6	Meuhedet healthcare mental health clinic	Clinical Area	Mini Practicum	2	51839
7	Ministry of Health – the Jerusalem Mental Health Center Maale Adummim	Clinical Area	Mini Practicum	2	51839
8	The Jerusalem Mental Health Center (Eitanim)	Clinical Area	Practicum	3	51826
9	The Jerusalem Mental Health Center (Ilan)	Clinical Area	Practicum	2	51826
10	Clalit Healthcare – Mental Health Center Talbiya	Clinical Area	Practicum	3	51826
11	The Counseling Center for Women	Clinical Area	Practicum	2	51826
12	Maane - Youth Counseling Center, Jerusalem Municipality	Clinical Area	Practicum	2	51826
13	Herzog Medical Center	Clinical Area	Practicum	2	51862
14	Pediatric Hemato- Oncology - Hadassah Medical Center	Applied Neuropsychology Area	Mini Practicum	1	51745
15	Neuro Psychiatric Clinic	Applied Neuropsychology Area	Mini Practicum Practicum	1 1	51745 51980

	Hadassah Medical				
	Center				
16	Loewenstin	Applied	Mini Practicum	1	51745
	Hospital	Neuropsychology			
		Area			
17	The National	Applied	Mini Practicum	1	51745
	Institute for the	Neuropsychology	Practicum	1	51980
	Rehabilitation of	Area			
	the Brain Injured				
18	Sheba – Academic	Applied	Mini Practicum	1	51745
	Medical Center	Neuropsychology	Practicum	3	51980
	Hospital	Area			
	Adults				
	Rehabilitation				
19	Sheba – Academic	Applied	Practicum	1	51980
	Medical Center	Neuropsychology			
	Hospital	Area			
	Children				
	Rehabilitation				
20	Rehabilitation	Applied	Practicum	1	51980
	Clinic Hadassah	Neuropsychology			
	Medical Center	Area			
21	Tel Aviv Sourasky	Applied	Practicum	1	51980
	Medical center	Neuropsychology			
		Area			
Total				48	

5.3. Students

5.3.1.Admission and Graduation

5.3.1.1. How are the admission criteria to the program decided upon?

Admissions decisions are received at the departmental, faculty, and university levels. The admissions process is regulated by the university's policies. Decisions regarding the cut off requirements for students are made by a joint discussion with the Faculty of Social Sciences and the university, while the content of the study program is handled by the Department of Psychology and is subject to approval by the Teaching Committee of the Faculty of Social Sciences, and afterwards by the Academic Standing Committee of the University (and, if need be, by the Ministry for Higher Education).

5.3.1.2. Describe the policy of affirmative action within the program.

The policy for affirmative action of undergraduate students is determined by the university. Ethiopian and Arab applicants can submit special requests for affirmative action when enrolling in the department and the university, not the department, decides whether to approve or deny their request. There is also a special admissions track for Haredi students. There is a new program starting in 2018-2019 for Arab students in psychology (BA and applied MA) and there has been a special track in applied MA psychology programs for Charedi students (see below) since 2013.

5.3.1.3. Describe the selection and admission process, the criteria of advancement from year to year and for completion of studies, including the requirements for being entitled to receive an academic degree.

See table

5.3.1.4. Describe the department's policy regarding dropping out.

Students are discouraged from dropping out and we attempt to provide resources necessary to those who need to help them complete their dissertations. However, we do not prevent individuals from deciding to leave.

Supporting Documents:

- Table: entry requirements/criteria for the program (first degree and advanced degrees including "on probation" status).
- Histogram: the range of psychometric test scores (or the equivalent) and the range of matriculation averages of the students that were admitted to the program in the last five years.
- **Tables 5-6** (Excel appendix).

including "on probation" status).			
Name of Study Program	Criteria for the Program		
Undergraduate Program	The criteria for advancing from year to year are as specified by the faculty of social sciences. A student must achieve a minimum grade of 60 to pass a course. The prerequisites for each course must be met before a student can enroll in the course. In order to advance to the second year, first-year students must achieve a minimum grade of 60 in three mandatory courses: Introduction to Psychology, Statistical Thinking in Psychology, and Basic Principles in Biology. A minimum grade of 60 is also required in one of the courses listed under "a view into psychological science". In addition, all student must receive a "Pass" grade for their participation in a research course. Students are additionally required to reach exemption from the language requirements by the end of the first year: minimum grade of 70 in English and/or a minimum grade of 75 in Hebrew. In order to advance to the third year, second year students must achieve a minimum grade of 60 in three mandatory courses: Computers in Social Research (SPSS+ Excel), Experimental Psychology, and Methods in Psychological Research. The criteria for completion of the degree are passing grades in all the required courses. Students with a double major must complete 60 credits in psychology courses, while students with a single major must complete 64-68 credits.		

Table: entry requirements/criteria for the program (first degree and advanced degrees including "on probation" status).

Masters of Arts Program	Graduate studies In the 2017/2018 academic year, we had two main applied research tracks and a third area in Experimental Psychology.
Clinical Psychology	Required courses: Clinical courses (including courses in psychotherapeutic intervention, clinical thinking, psychopathology, interview and diagnosis) Clinical training in psychotherapy and psychodiagnostics, Clinical Workshop (one each year) Clinical Colloquium (one each year) A course in advanced research methods Elective courses: courses on specific subjects and techniques, such as group therapy, short-term therapy, treatment processes in self-psychology approach, therapy, cognitive behavior in anxiety disorders, and more. Additional mandatory requirements:participation in one research seminar (each teacher instructs up to 6 students and gets full credit in his/her course load), submission of a research seminar paper, and submission of a thesis at the end of one's studies. Writing a research seminar paper: The writing of the seminar paper is done in the framework of research seminars. Students in the program can participate in research seminars provided by the course teachers or other majors in the department. Clinical research seminars include post-trauma research, research in ethics, and research Psychotherapy, developmental psychopathology, psychodynamic therapy and more. Practical studies - practicum: The practical part of the program is based on intensive clinical practice. Among the practicum sites are some of the best clinics and hospitals dealing with mental health in Jerusalem. In the first year the students spend about 10 hours in the clinical framework and in the second year about 20 hours in the same framework. Continuity is intended to enable ongoing learning and therapeutic experiences and reduce associated adjustment difficulties from frequent transitions. The teachers and instructors in the program, in coordination and together with the instructors at the practicum sites, emphasize the processes of development, growth, personal and experiential learning that students undergo, each at his own pace and as a group.
Neuropsychology	Required courses: Compulsory courses (including courses in psychodiagnostics, neuroanatomy, psychopathology, interview and diagnosis), training in psychotherapy and psychodiagnostic diagnosis. A research seminar. A course in advanced research methods. Elective courses: Courses on specific topics and techniques, such as short-term care, approaches to treatment, psychology of self, cognitive behavioral therapy in disorders anxiety, and more. Additional mandatory requirements: Participation in one research seminar (each teacher instructs up to 6 students and gets full credit in his/her course load). Writing and submission of a research seminar paper. Submission of a thesis at the end of his/her studies. The writing of the seminar paper is done in the framework of research seminars. Students in the program can participate in research seminars provided by the course teachers or other majors in the department. Practical studies - practicum: The practical part of the program is based on intensive neuropsychological rehabilitation. The sites chosen for practicum are among the best clinics and hospitals in Jerusalem.

Experimental Psychology	Conditions for acceptance to the program- Registration for the MA program is open from January to mid-February for students with a BA in psychology or for students in their final year of their undergraduate studies who meet the following conditions: They have received a passing grade in Experimental Psychology, Research Methods, and for Statistical Methods in Psychological Research. They have completed at least 42 credits toward their degree in psychology. They have achieved the prerequisite score for Entrance Test for Advanced Degrees in Psychology (Mitam). They meet the acceptance criteria for the faculty of social sciences In addition, psychology students must have a minimum GPA of 87 in their psychology courses and a minimum of GPA of 85 in their entire degree. The number of students admitted into the MA program is limited, and depends on the various areas' capacity for absorbing new students. The exact acceptance criteria for each area are publicized just before the registration period. In the applied areas, admission is based on the student's rank order in the Mitam score, interviews, recommendation letters, letter of intent and CV. Students who meet the requirements may choose to put together a personal program, which will be formulated under the guidance of one of the teachers in the department, dependent on the approval of the area coordinator. Students with a BA or MA from another department who would like to get a MA in psychology in one of the applied areas have to satisfy the psychometric criteria for entrance into the psychology program in order to be accepted into the Completing program for graduate studies in psychology, which include all the required undergraduate courses. Students who have concluded the completing program must satisfy the entrance requirements for graduate studies like all other candidates. " Required courses- Compulsory courses (including a toolbox, advanced seminar in scientific psychology tack Advanced research methods course, Social and Cognitive Colloquium (one each yea
	writing and submitting a research seminar paper, submission of a thesis at the end of his studies.

	The track is intended for candidates with a Master's degree with a thesis in
	Psychology or related fields. Registration is done directly at the research students'
	authority. Direct PhD track (special program for outstanding students): There are
	two options for admission to the direct track: After the undergraduate studies
	(direct-direct track) - a track intended for a limited group of students. Students
	who completed their graduate studies and wish to complete their PhD studies in
	five years. The recipients of this track will receive a subsistence grant of at least
	NIS 24,000 per year, and for the period not to exceed 3 years. In the first stage, the
	students will complete the Master's in one of the three areas mentioned above. A
	Doctoral research proposal, which serves in place of an MA thesis, will be
	submitted by the end of the third year of their studies. In the second stage, the
	students will take advanced doctoral courses and complete their doctorate. After
Doctoral Program	the first or second year in the MA studies (direct track) students enrolled in MA
Doctoral Program	studies interested in this track must complete all their requirements, examinations
	and papers until the end of July. A student who has been accepted to the direct
	track at the end of the second year of his studies must submit a proposal for a
	doctoral thesis at the end of one year from the date of admission to the program.
	Admission requirements are based on grades, research seminars and research
	seminar work as described below: 1. Completion of 38-52 credits according to the
	details of each trend (including: research seminar, accompanying seminar,
	Advanced Research Methods and practicum). 2. An average score of at least 90 in
	the mandatory courses. 3. A grade of at least 90 in a methodological course
	(research methods). 4. Two recommendations, one of which is from the mentor. 5.
	A supervisor who agreed to mentor the doctoral dissertation. In exceptional cases,
	the committee will discuss candidates who do not meet all the required conditions
	above.

The range of psychometric test scores (or the equivalent) and the range of matriculation	
averages of the students that were admitted to the program in the last five years.	

		-					
Group	Admissions Requirement	Statistics	Year				
			2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018
Accepted	Matriculation	Average	11.01	10.92	11.03	11.08	11.04
		St. Dev.	0.34	0.41	0.38	0.41	0.50
		Number	265	275	332	286	289
	Psychometrics	Average	696.8	695.14	687.1	680.1	685.0
		St. Dev.	40.5	40.2	42.8	46.8	47.24
		Number	287	281	332	295	283
Admitted Matriculatio	Matriculation	Average	10.95	10.86	10.99	11.06	10.98
		St. Dev.	0.35	0.44	0.41	0.41	0.48
		Number	127	136	156	147	152
	Psychometrics	Average	697.7	693.6	681.1	670.7	676.9
		St. Dev.	43.7	40.4	39.6	45.1	44.8
		Number	137	139	154	146	149

Please fill in the number of students admitted and studying in the program in the last 3 years, divided by degree level

Ta	ble 5 - Stu	dent Re	gistrati	ion]	
		2015/16	2016/17	2017/18		הסבר
BA/B.Sc	Applicants	698	668	617	Applicants	הגישו מועמדות
	Admitted	348	316	316	Admitted	התקבלו לתכנית
	Admitted on probation				Admitted on probation	התקבלו לתכנית על תנאי
	Enrolled	165	162	172	Enrolled	מאלו שהתקבלו (כולל על תנאי) מי שנרשם בפועל בתכנית והתחיל ללמוד
	Total number of students in the program (all years)	482	487	518	Total number of students in the program (all years)	סך הסטודנטים בתכנית באותה שנה (מכל שנות הלימודים, לא רק אלו שנכנסו לתכנית (באותה שנה
MA/M.Sc (without thesis)	Applicants	N/A	N/A	N/A		
	Admitted	N/A	N/A	N/A		
	Admitted on probation	N/A	N/A	N/A]	
	Enrolled	N/A	N/A	N/A]	

	Total number of students in the program (all years)	N/A	N/A	N/A
	Applicants	94	105	105
	Admitted	25	32	33
MA/M.Sc	Admitted on probation			
(with thesis)	Enrolled	25	29	29
litesisy	Total number of students in the program (all years)			
	A 1	108	86	79
	Applicants	13	15	10
	Admitted	12	12	9
	Admitted on probation			
PhD	Enrolled	11	12	9
	Total number of students in the program (all years)	63	68	66

Table 6 - Student Dropout Rate							
Cohort שנת) תחילת הלימודים	Number of students who started in the program	Number of students graduate d within 3 years*	Number of students who graduate d within 4 years**	Number of students who graduate d in more than 4 years	Number of students who did not graduate /drop out		
2010-11	130	85	20	6	19		
2011-12	132	81	21	10	20		
2012-13	138	78	36	7	17		
2013-14	139	88	26	0	25		
2014-15	143	81	21		28		

5.3.2. Graduate Studies

5.3.2.1. Specify the structure of the graduate program (MA and PhD), including official and de facto period for completion, and the mechanism for monitoring students' progress.

Graduate studies toward a MA degree include general required courses for all areas, a different number of required and elective courses within each area, one seminar paper based on research, and one master's thesis. It is necessary to complete all the required first year courses in order to continue more advanced courses and participate in fieldwork. The Master's degree in psychology (clinical, rehabilitation, child clinical/education or personal research track) is awarded upon completion of all the program's obligations.

Clinical Program

The provision of theoretical, research, and practical training is done through a combination of intensive practical work with close training, and theoretical courses that enable the study of clinical skills and observation of the processes underlying the therapeutic work, and the acquisition of theoretical and empirical tools for their investigation. All faculty affiliated with the program are experienced clinical psychologists. The program is characterized by excellence in the two main branches of psychotherapy: psychodynamic and cognitive behavioral therapy.

Applied Neuropsychology area

The studies in this program take three years (three years of academic coursework and two years of practicum), and at the end of the program, students are able to apply for internships in rehabilitation, or with minor adjustments, medical psychology. The applied track combines the theoretical and conceptual aspects of neuropsychology with clinical, diagnostic, and therapeuticrehabilitative studies of this discipline. The courses deal with the structure and function of the brain, and related cognitive, emotional and social processes, the nervous system in its proper functioning and in conditions of neurological damage. In addition, the students take courses on the diagnosis and treatment of various injury situations and experience practical work at various levels.

Experimental Psychology

For the 2018/2019 academic year, the department of psychology rebuilt a personal program in psychology research. The program combines three principles. First, it offers broad and in-depth training in theory and methods. Second, it emphasizes the need for integration between different fields of psychology and encourages cooperation and exposure to a diverse range of content. Third, in addition to a variety of courses, the program will combine an array of group and personal training that will accompany students and help them progress and encourage academic achievement. The purpose of the program is to enable students to become researchers in their fields, and prepare them for a PhD. The program is structured such that students can complete all academic obligations in two years. Outstanding students can apply to the program during the 2nd or 3rd year of their BA, enabling them to finish their BA and MA in 4 years.

The PhD Study Program

The Department of Psychology considers the doctorate a track of academic excellence. It requires full academic involvement by the students, which is reflected in the students' presence in the department, in their willingness to assist in teaching, in their participation in seminars, and completion of a Master's degree. A student in the doctoral track who does not submit his/her proposal on time is not able to continue their Ph.D. until they do and has the option of finishing his/her studies as a qualified MA student. Students with applied orientations are discouraged from beginning their internship prior to approval of their research proposal.

5.3.2.2. Describe the policy regarding advising graduate students.

Only faculty at the level of senior lecturer or above are supposed to mentor students. Lecturers can mentor with a co-advisor. Mentors vary in their approaches to mentoring students and there is not a formal policy. **5.3.2.3. List the mandatory/elective courses that provide and teach research skills/soft skills.** See attached appendix.

5.3.2.4. Is there a departmental seminar? Do graduate students participate in it?

The social and cognitive colloquia have been combined for the last 4 years and serve as a proxy for this. Graduate students are expected to attend. There is also a clinical colloquium for the clinical students and there is a developmental colloquium. In addition, there has been an annual day of talks by the faculty in which all faculty present their latest findings for the last three years. There is also an annual doctoral conference in which students completing their doctoral work present their findings to the department in a lecture, followed by a brief comment by the advisor. This has become a major departmental event annually.

5.3.2.5. Describe the financial support system available for graduate students.

The Hebrew University and the Faculty of Social Sciences offer special rewards to outstanding students based on their academic achievements. Students on the Rector's or Dean's lists are granted fellowships encouraging them to complete their studies. The department has no resources to support outstanding students in the BA program, but some of the MA students (in the direct tracks) receive a monthly scholarship from the department (up to 2,000 NIS per month). In the Ph.D. program, outstanding candidates are guaranteed fellowships (total 5000 NIS/month) from the department (1000 NIS) and from their supervisors (at least 4000 NIS) for up to 5 years.

In general, the department budget does not provide additional financial assistance or rewards for excellence beyond the scholarship mentioned above. No less than 18 courses offer one or more tutorial positions for Ph.D. and graduate students. In addition to these positions, the department also offers several academic consulting positions and administrative positions in the department, which allow the department to grant some additional financial support to its students.

5.3.3. Student Support Services - institutional and departmental

5.3.3.1. Describe the system of academic counselling for students before and during the period of study (including reference to the structuring and approval of the study curriculum).

BA Program

Once they are registered and accepted into the program, a 2nd or 3rd year student gets in touch with new students by phone, answers their questions regarding the study program, courses, lecturers etc. At the beginning of registration, the BA counselor advises students on structuring their

curriculum. The administrative staff are also available by e-mail, phone or office hours and assist with questions regarding registration. The department also holds an orientation day.

As part of the course *A View into Psychological Science*, the students get the chance to meet in small groups with senior staff members, where they can get more support and talk about their difficulties during their first year. The student body also provides every freshman with a mentor (each mentor has up to 15 freshmen), who supports the students during their first year.

The BA students in their 2nd and 3rd years also approach the BA seminar advisor, who's responsible for matching students and teachers for seminar papers. The same person also gives a special course designed to assist students in writing their seminar paper (about 100 students take the course each year). In the past couple of years, this advisor is also responsible for conducting the assignment of students to fieldwork in the different labs.

MA Programs

MA students consult with the area coordinators (research, clinical, child clinical, and neuropsychology) before and during their studies to receive guidance regarding their program, including special requests. For example, students wishing to take courses from other departments may do so with the approval of the area coordinator. Also, the applied areas hold meetings prior to the school year, during which the curriculum for the upcoming year is reviewed and a comprehensive overview of the clinical and academic aspects of the program is presented. Additional meetings are held throughout the academic year on a monthly basis, providing the students with the opportunity to discuss relevant issues with the area coordinator. In addition, the applied areas employ a practicum consultant, who assists the students during their clinical experience and allocates them to the practicum institutions. All MA students are required to take thesis seminar in their first year. This seminar assists students in finding mentors and developing their proposals. MA students can consult with the MA Thesis Advisor, who is qualified to assist them in finding a supervisor and in methodological aspects of the proposal, who reviews and comments on the proposal, and submits it for evaluation to the ethics committee and to a faculty member.

5.3.3.2. Do students with special needs receive special support? If so, please specify.

The BA counselor helps find solutions for students with special needs, mostly by directing them to the appropriate faculty and university services, making sure they receive the support they need (psychological support, center for the blind etc.). The counselor also makes sure that students with language difficulties receive the adjustments conditions they are entitled to. In recent years, the
faculty of social sciences established a new post for a BA advisor that meets with students who are having difficulties and might drop out.

There are a number of facilities available for Hebrew University students with special needs. This description is available for students on the Web (<u>https://en.studean.huji.ac.il</u>). The services provided are for a number of different issues including: Students with physical disabilities, students with learning disabilities, blind students and students with impaired vision, students with hearing disabilities, psychological counseling.

5.3.3.3. Describe the types of financial assistance available for students (outstanding and with financial difficulties).

The university's administration allocates financial resources to assist students who have difficulty financing their tuition. The Financial Aid Unit grants scholarships, on the basis of financial need, to undergraduate students and graduate students studying for an M.A. Eligibility for a scholarship is determined on the basis of students' financial standing and academic achievements. Student scholarships are allocated from the university administration. The amount allocated to scholarships ranges between NIS 1,500 and NIS 5,000/month.

5.3.3.4 Describe the institutional mechanism to address student complaints regarding teaching (its activity, accessibility, and how its activity is publicized to students).

The Hebrew University's teaching policies and procedures include instructions for students who wish to complain "about a breach of teaching and study procedures" (Clause 19.2): "The complaint should be submitted in writing to the party responsible for the breach of University or faculty procedures (e.g. the teacher, head of the teaching program, the teaching secretariat)." Students also have the right to send an appeal to the university's ombudsman. In addition to these formal procedures (published on the university's website), at the beginning of every year the head of department, BA counselor, and Dean (or Vice Dean) speak with the cohort of first year students and lay out the various means through which the department and faculty can be contacted in case students have complaints or questions about teaching. The BA advisor, BA faculty coordinator and chair are also available for addressing any issues or concerns.

5.3.3.5. Describe the counselling and assistance provided to students regarding job placement (including collaboration with employers and the employment market).

Students can meet with the psychology counselor to have informal advisory meetings regarding future job options. The student committee in psychology also provides support for their fellow students regarding this matter.

5.3.4. Alumni

5.3.4.1. How does the institution and/or the department maintain contact with their alumni?

We currently do not have a program to maintain contact with alumni and hope to address this issue in the upcoming year.

Supporting Documents:

- Table/Chart integration of alumni into the labor market: where have they found employment, what positions do they hold, how much time has elapsed between graduation and employment. N/A
- Table/Chart How many students continue their studies to advanced degrees or other areas (specify area of study and degree level). **N/A**

5.3.5. In summary, what are the strengths and weaknesses of the issues specified in this chapter?

The main strengths of the program are that we provide students at all levels cutting edge knowledge and methods, with a mix of large, medium, and small classes and research and practical experiences. The majority of courses are taught by full time faculty and many of the evaluations are positive. Advanced degree students receive excellent training in specialty areas and are able to both think critically and apply cutting edge research methods. Students at all levels are considered highly qualified with excellent aptitudes, given the high standards for acceptance to the BA and even more for the MA and PhD programs. Graduates of each level are typically very competitive with their peers throughout the world.

The weaknesses of the program include too large classes, insufficient provision of sections for large classes, and student satisfaction with some of the classes on the BA level. For the MA and PhD research tracks, a lack of critical mass of new students annually has led to a limited number of advanced courses that are offered. We believe the new curriculum and other efforts should help alleviate this issue. In addition, more funding is needed to draw the best advanced students for all programs.

5.4. Human Resources

5.4.1. Specify the rules, criteria, and procedures for recruiting, appointing, and renewing appointments and dismissals of academic staff (tenured and adjunct), including rules regarding tenure and promotion; specify the standard duration of service at each position. What are the plans for future recruitment to the study program? How are these plans made and by whom?

The Department of Psychology currently has an agreement with the president, rector, and dean to recruit 1 new faculty member each year with the goal of reaching 30 members by 2022. This is based on a strategic plan developed in 2014 and backed by a letter from the president in 2015. Recruitment typically occurs once a year, when the Development Committee meets and ranks candidates. First, the committee determines which candidates appear qualified and match areas of interest for recruitment based on the advice of the faculty who are in the same area. These candidates are then invited for job talks, which include a full day of meetings with faculty members, a job talk, lunch with doctoral students and a dinner with two faculty members. After all have given job talks, the committee examines department feedback for each candidate (which is solicited after each candidate visit systematically via an online survey). The committee then determines which candidates appear qualified to make an offer to, and then within these candidates, it ranks them in terms of priority for making an offer. Ranks are given based on academic excellence, innovativeness, department needs, and diversity. Should a candidate take a job elsewhere, the next in line is offered a position.

After three years, a committee is appointed to evaluate candidate's initial period of employment. The committee consists of faculty members from the university and from professionals outside of the university whose job is to appraise the candidate's academic contributions. The committee can recommend to extend the candidate's employment for two more years, or not to extend, thereby ending the candidate's tenure appointment. The final decision whether or not to grant tenure is given by the committee, the dean, the University Appointments Committee, and the rector and president of the university.

Faculty members receive tenure for academic excellence. This is decided by: **1**) **The candidate's research involvement**, measured by significant contributions to the candidate's field (including publication of articles in leading international journals, Hebrew journals, and the publication of books), participation in conferences abroad, whether the candidate has been awarded competitive grants and scholarships, and the appraisal of their peers (local and abroad); **2)** The candidate's teaching level, measured by their peers' feedback and the results of the student survey (a minimal average of 7.5 is required; there is an exception for Research Methods courses, for which the average teaching satisfaction score is typically lower), mentorship of students in advanced degrees, and participation in a seminar to improve teaching; **3)** and lastly, active contributions to the community or administrative participation in the university and general collegial activity.

At the beginning of the sixth year, a professional committee meets to decide whether or not to offer the candidate a promotion and tenure. Under special circumstance (childbirth, illness, etc.) an extension will be granted. Promotions to Associate Professor and Full Professor is dependent on the candidate's academic achievements. Although typically 5 years pass between promotions, significant academic achievements can shorten this timeline. Candidates must have been previously promoted to Senior Lecturer rank with conditional tenure prior to being considered for Associate or Full professorship. The prerequisites for Full Professorship are equivalent to those of the Associate Professorship but take into account mainly the academic activity since the candidates' last promotion. Promotions are conditional on the approval of the rector, who makes the decision on the basis of the candidate's CV and recommendation from the Dean. In the last 10 years, all faculty members in psychology who have gone up for tenure or promotion have been approved. In the case of a faculty member not meeting criteria for tenure, the candidate's position in the university will be terminated at the end of the year. If a negative evaluation occurs before the promotion committee's decision making process (either because of a negative evaluation by the initial professional committee or negative letters from colleagues abroad), then the Dean performs a hearing procedure and informs the candidate of the results. If it occurs during the promotion process, the head of the promotion committee informs the candidate. If the promotion is for Associate or Full Professorship, and the candidate does not meet criteria, they will retain their current rank and can apply again after 2 years.

5.4.2. Describe how faculty members are informed of these policies and procedures.

The faculty has written guidelines that are sent to each department to inform them of these policies. The recruiting document is sent to dep. chairs and the screening committees. The promotion document is sent to all faculty members. The Dean holds regular meetings with faculty without tenure, and with tenured faculty during a promotion process, and discusses the terms for promotion. All new faculty are also assigned a mentor who is a senior

faculty member in the department. The mentor typically addresses questions about tenure and other policies informally.

5.4.3. Specify the policy regarding emeritus faculty activity at the institutional/parent unit/study program level.

Emeritus faculty at the department of psychology can keep their lab as long as they have an active research grant. In regards to teaching: they can volunteer to teach, contingent on the needs of the department and their teaching evaluations.

5.4.4. Specify the steps that are taken to ensure that staff members are academically and professionally updated, with regard to the program, as well as the professional development plan for faculty.

The Dean regularly presents the faculty's development program in meetings with department chairs and department secretaries, and at faculty meetings, at least once a year. 5.4.5. Describe the position of the head of the study program, including the appointment process, term duration, and required credentials (experience and education).

The head of the department is selected for a 3 year term, on a rotating basis, predominantly based on seniority. Typically, a committee of past chairs conducts a search by examining who are senior faculty who have not been in the position and then consults with a number of faculty regarding the potential candidates. Typically, the committee then decides on a single candidate and the department faculty then votes. The chair is either associate or full professor from the department.

5.4.6. List the technical and administrative staff, including the number of staff members and their job descriptions. What kind of support does the technical and administrative staff provide for the academic activity?

The administrative staff consists of five administrative positions: the Departmental Administrative Manager (Tamar Yakubovitz), the Students' Affairs Secretaries (Eti Mozzes Mizrachi and Avital Illouz), the General Secretary (Sara Guy), and the Human Resources and Budget Secretary (Hanna Baruch). In addition, the department has two technical positions: an electronic technician (Motty Atia) and a computer programmer (David Lev).

The Departmental administrative manager is responsible for:

- The general management of staff and office.
- Preparation of the department's course catalog.

- Preparation of the teachers' yearly teaching schedule, taking their credit obligations into account
- Management of the department's budget, including external funds.
- Representation of the department when dealing with faculty and university authorities.
- Management of the appointments of junior academic personnel and administrative staff.
- Contracts with clinical practice (practicum) locations.

The responsibilities of the Students' Affairs Secretaries include:

- Providing information and guidance for BA, MA and Ph.D. students, regarding student affairs and the course catalog and program.
- Correspondence with potential students.
- Overall coordination of student exams.
- Verifying prerequisites for courses.
- Verifying Ba and MA entitlement and completion of requirements.

The responsibility of the Human Resources and Budget Secretary include:

- Management of the appointments of lab managers and students working at the department.
- Providing administrative assistance to the academic staff on budget issues.
- Administrative coordination of various research centers of the department.
- Taking care of payments to in-house and external suppliers

Academic staff

Chair of the Department of Psychology - Prof, Jonathan Huppert

Department Committees

Development Committee - Prof. Jonathan Huppert, Chair

Prof. Maya Tamir Prof. Ilan Yaniv Prof. Ran Hassin Prof. Anat Maril Prof. Ariel Knafo-Noam Prof. Hillel Aviezer Dr. Ruth Mayo Prof. Merav Ahissar

Infrastructure Committee - Prof. Jonathan Huppert, Chair

Prof. Ran Hassin Prof. Ram Frost Scholarship Committee - Prof. Jonathan Huppert, Chair Prof. Ilan Yaniv Prof. Orya Tishby Prof. Anat Maril Dr. Iftah Yovel Ethics Committee - Prof. Yoni Pertzov, Chair Prof. Dan Hoofien Prof. Eytan Bachar Teaching Committee Prof. Jonathan Huppert Prof. Orya Tishby Prof. Hillel Aviezer Dr. Ruth Mayo Prof. Ariel Knafo-Noam Selection Committee Prof. Jonathan Huppert, Chair Prof. Ran Hassin Prof. Maya Tamir Prof. Ilan Yaniv Prof. Ariel Knafo Noam Prof. Merav Ahissar Prof. Anat Maril Prof. Amalya Oliver (department of Sociology and Anthropology) Doctorate Committee Prof. Maya Tamir Prof. Merav Ahissar Dr. Tali Kleiman Areas Coordinators Clinical Psychology – Prof. Orya Tishby Neuropsychology - Prof. Hillel Aviezer Psychobiology - Prof. Raz Yirmia

Education and Child Clinical Psychology – Prof.. Yoel Elizur (in collaboration with the school of Education).

MA Thesis Advisor – Ms. Tom Noah (Ph.D. Student)

BA Counselor - Mrs. Noga Diamant (Ph.D. Student)

BA Counselor for Psychobiology - Mrs. Yonat Tzur (Ph.D. Student)

BA Seminar Advisor – Dr. Liat Netzer

Administrative Staff

Administrative Manager – Mrs. Tamar Yakubovitz

Human Ressources and Budget Secretary - Mrs. Hanna Baruch

General Secretary – Mrs. Sara Guy

Electronic Technician - Mr. Motty Atia

Computer Programmer - Mr. David Lev

Students' Affairs Secretary - Mrs. Eti Mozzes Mizrachi

Students' Affairs Secretary - Mrs. Avital Illouz

Supporting Documents:

- Tables 7-12 (Excel appendix).
- Table: emeritus faculty involvement in the program (teaching courses/research/advising graduate students).
- Table: The division of faculty members into areas of specialty in the discipline.

Table 7 - Full Employment								
Rank	Teaching Hours							
Lecturer	12							
Senior Lecturer	12							
Associate Professor	12							
Full Professor	12							

Tabl	Table 8 - Faculty (Academic Staff) - Senior Faculty Employed (the following ranks: Lecturer, Senior Lecturer, Associate Professor, Full Professor)											
		Fac	culty Membe	r	Part of P Inst	osition in the itution*	Part of the I	Position in Program	Total weekly	Additional Tasks in		
First name	Last Name	Acade- mic Degree	Employ-m ent Rank	Area of Specialization	Weekly hours	Position percentage	Weekly hours	Position %	hours/ Institution semester			
Hillel	Aviezer	Ph.D.	Associate Professor	Emotion perception, Affective Neuropsychology, Social Neuroscience	12	100	12	100	12	Head of Applied Neuropsychol ogy area		
Merav Ahissar Ph.D. Full Perceptual learning, Professor anchoring dyslexia, action, new language acquisition, attention deficit, learning					12	100	6	50	6	Full Professor at ELSC		

				disability, musical abilities						
Shir	Atzil	Ph.D.	Lecturer	The neural basis of social bonding, brain hormones and behavior in the parent-infant dyad, brain development in social context	9	100	9	100	9	
Eytan	Bachar	Ph.D.	Associate Professor	Psychological factors contributing to the onset, maintenance and treatment of two mental disorders: Eating Disorders and Post Traumatic Stress Disorders.	8	50	8	50	8	
Avi	Benozio	Ph.D.	Lecturer	Moral Development: Cognition, Behavior, Emotion and Motivation	6	100	6	100	6	
Leon	Deouell	Ph.D.	Full Professor	The interface between conscious and non-conscious perception, roles of attention and spatial representation in conscious awareness	12	100	6	50	6 Sabbatical Spring semester	Full Professor at ELSC
Dan	Hoofien	Ph.D.	Full Professor	Aquired brain injury, neuropsychological and neurocognitive rehabilitation, self	8	50	8	50	8	

				awareness and						
				depression. functions of						
				the frontal lobes						
Jonath	Huppert	Ph.D.	Full	Psychosocial therapy for	12	100	12	100	12	chair of
an			Professor	anxiety and related						psychology
				disorders, such as						department
				obsessive-compulsive						*
				disorder, panic, social						
				anxiety and more.						
				Process and results of						
				cognitive-behavioral						
				therapy in anxiety						
				disorders, cognitive						
				biases, and placebo effect						
				on treatment outcomes						
				(especially the reduced						
				effect of OCD).						
Ran	Hassin	Ph.D.	Full	Unconscious processes,	12	100	12	100	12	
			Professor	consciousness, high level						
				cognition, motivation						
				and emotion						
Iftach	Yovel	Ph.D.	Senior	Cognitive behavior	14	100	14	100	14	Faculty ethics
			Lecturer	therapy, Acceptance and						committee
				Commitment Therapy						
				(ACT), methods of						
				coping with negative						
				cognitions, obsessive						
				compulsive disorder,						
				anxiety disorders,						
				depression						

Ilan	Yaniv	Ph.D.	Full	Cognitive, emotional and	12	100	12	100	12	
			Professor	social processes of						
				judgment and decision						
				making; Negotiations;						
				Fairness and social						
				preferences						
Salomo	Israel	Ph.D.	Senior	The role of the hormones	12	100	12	100	12	
n			Lecturer	oxytocin and vasopressin						
				in regulating human						
				social behavior; The						
				behavioral genetics of						
				personality; The						
				contribution of						
				individual differences in						
				personality to differences						
				in health and economic						
				well-being						
Ariel	Knafo-N	Ph.D.	Full	Development of	12	100	12	100		Faculty
	oam		Professor	pro-social behavior and						Appointment
				empathy in the context						Committee
				of genetics and the						
				family environment, the						
				interaction between						
				parenting and						
				temperament, and the						
				development of values in						
				the contexts of culture						
				and the family						

Katz	Israel	Ph.D.	Full	Organizational studies,	8	50	4	25	4	Full Professor
			Professor	group and inter-group						Department of
				processes, social identity						Sociology
				issues, change processes,						
				leadership theory,						
				complexity theory,						
				postmodern theory,						
				mythologies						
Ayelet	Landau	Ph.D.	Senior	visual cognition,	12	100	6	50	6	Senior
			Lecturer	cognitive neuroscience of						Lecturer
				attention and of time						Department of
				perception, brain						Cognition
				rhythms						
Ruth	Mayo	Ph.D.	Senior	Processes of negation and	12	100	10	100	10	Faculty ethics
			Lecturer	refutation, distrust,						and Teaching
				internal information,						committees
				virtual reality						
Anat	Maril	Ph.D.	Full	Awareness-to-memory,	12	100	6	100	8	Chair of
			Professor	developmental aspects of						Cognition
				memory						Departement
Tamm	Pilowsky-	Ph.D.	Senior	Neuropsychology,	8	100	8	100	8	
у	Peleg		Lecturer	developmental						
				psychopathology, the						
				relationship between						
				neuropsychological						
				functioning and						
				behavioral and emotional						
				characteristics, Tourette						
				syndrome, autism,						
				epilepsy, acquired and						

				developmental trauma in children						
Ram	Frost	Ph.D.	Full Professor	cognitive processes involved in visual word recognition and statistical learning	12	100	12	100	12	
Anat	Perry	Ph.D.	Lecturer	The basis of social behavior, empathy and understanding of the other, interpersonal distance, unconscious interpersonal processes	8	100	8	100	8	
Yoni	Pertzov	Ph.D.	Senior Lecturer	Visual working memory, Visual perception, Eye movements, spatial attention, fMRI, Cognitive Neurology, Neuropsychology.	12	100	12	100	12	Faculty Fellowship Committee
Tali	Kleiman	Ph.D.	Senior Lecturer	Processes of regulation and self-control, interaction between cognitive and motivational processes, internal conflicts, errors and expectations.	12	100	12	100	12	Faculty Library Committee

				Cognitive neuroscience,						
				attention and cognitive						
				control, attention						
				deficit\hyperactivity						
				disorder (ADHD),						
				anxiety disorders and						
				obsessive compulsive						
				disorder (OCD), neural						
	Kalanthr		Senior	network computaional						
Eyal	off	Ph.D.	Lecturer	modeling.	14	100	14	100	14	
				Obesity and eating						
				disorders, post-partum						
				depression, medical						
			Senior	psychology (liason),						
Laura	Canetti	Ph.D.	Lecturer	psychodiagnostics	8	100	8	100	8	
				Neuropsychology and						
				neuroanatomy of						
				understanding social						
				conditions and						
				self-awareness of						
				functioning,						
				neuropsychological and						
				neuropsychological						
				characteristics among						
				patients with						
				neurodegenerative						
				diseases, diagnosis and						
				rehabilitation therapy in						
				difficulties in						
			Senior	socio-emotional						
Tali	Shany-Ur	Ph.D.	Lecturer	cognition among	8	100	8	100	8	

				patients with neurological injuries and diseases						
				Emotions, Emotion						Faculty
			Full	Regulation						infrastructure
Maya	Tamir	Ph.D.	Professor		12	100	12	100	12	committee
				Psychotherapy						Associate
				process/outcome						Professor at
				research (psychodynamic						the school for
				psychotherapy), the						Social work
				therapeutic relationship :						
				transference and						
				countertransference.						
				Supervision and						
				training, Adolescents in						
			Associate	therapy. The experience						
Orya	Tishby	Ph.D.	Professor	of motherhood.	12	50	24	100	24	
				Implications of						
				immune-to-brain						
				communication for						
				psychiatric and						
				neurological conditions,						
				the role of inflammatory						
				processes in the brain in						
			Full	normal brain	Sabbatic					
Raz	Yirmiya	Ph.D.	Professor	functioning	al					
		1		D 1 . C 1.11	İ					1

				factors on the				
				development of autism				
				Psycholinguistics, First				
				language acquisition,				
				Learning theory,				
				Differences between first				
				and second language				
			Associate	learning, Cognitive	Sabbatic			
Inbal	Arnon	Ph.D.	Professor	Science	al			
				Social sciences building,				
				2611				
* In cas	e the emplo	yment st	atus in the in	stitution and in the				
program	n are ident	ical, this	data can app	rear only once (please				
specify	that this da	ata is ider	ntical)					
**These	columns a	re relevar	nt only if the	program has masters and				
doctora	l degrees							

Table	8 - Faculty	(Academic	Staff) - Senior I	Faculty Employed (the follow Professor)	ving ranks: Le	ecturer, Ser	nior Lecturer, Ass	ociate Prof	essor, Full
		Fa	culty Member		Additional	Employme the instiut	ent (external to ion)	Number Students	of Graduate Supervised**
First name	Last Name	Aca- demic Degree	Employment Rank	Area of Specialization	Name of Employer	Weekly hours	Position percentage	Master students	PhD students
Hillel	Aviezer	Ph.D.	Associate Professor	Emotion perception, Affective Neuropsychology, Social Neuroscience					7

Merav	Ahissar	Ph.D.	Full Professor	Perceptual learning,				
				anchoring dyslexia, action,				
				new language acquisition,				1
				attention deficit, learning				
				disability, musical abilities				
Shir	Atzil	Ph.D.	Lecturer	The neural basis of social				
				bonding, brain hormones				
				and behavior in the			1	
				parent-infant dyad, brain			1	
				development in social				
				context				
Eytan	Bachar	Ph.D.	Associate	Psychological factors	Hadassah	psychologist		
			Professor	contributing to the onset,	Medical			
				maintenance and treatment	Center		-	1
				of two mental disorders:			1	4
				Eating Disorders and Post				
				Traumatic Stress Disorders.				
Avi	Benozio	Ph.D.	Lecturer	Moral Development:				
				Cognition, Behavior,				
				Emotion and Motivation				
Leon	Deouell	Ph.D.	Full Professor	The interface between				
				conscious and non-conscious				
				perception, roles of attention			1	1
				and spatial representation in				
				conscious awareness				
Dan	Hoofien	Ph.D.	Full Professor	Aquired brain injury,				
				neuropsychological and				
				neurocognitive			2	1
				rehabilitation, self awareness				
				and depression, functions of			1	

				the frontal lobes			
Jonathan	Huppert	Ph.D.	Full Professor	Psychosocial therapy for anxiety and related disorders, such as obsessive-compulsive disorder, panic, social anxiety and more. Process and results of cognitive-behavioral therapy in anxiety disorders, cognitive biases, and placebo effect on treatment outcomes		6	8
				(especially the reduced effect of OCD).			
Ran	Hassin	Ph.D.	Full Professor	Unconscious processes, consciousness, high level cognition, motivation and emotion			4
Iftach	Yovel	Ph.D.	Senior Lecturer	Cognitive behavior therapy, Acceptance and Commitment Therapy (ACT), methods of coping with negative cognitions, obsessive compulsive disorder, anxiety disorders, depression		5	3
Ilan	Yaniv	Ph.D.	Full Professor	Cognitive, emotional and social processes of judgment and decision making; Negotiations; Fairness and social preferences			2

Salomon	Israel	Ph.D.	Senior Lecturer	The role of the hormones			
				oxytocin and vasopressin in			
				regulating human social			
				behavior; The behavioral			
				genetics of personality; The		1	2
				contribution of individual			
				differences in personality to			
				differences in health and			
				economic well-being			
Ariel	Knafo-N	Ph.D.	Full Professor	Development of pro-social			
-	oam			behavior and empathy in the			
				context of genetics and the			
				family environment, the			
				interaction between		3	8
				parenting and temperament,			
				and the development of			
				values in the contexts of			
				culture and the family			
Katz	Israel	Ph.D.	Full Professor	Organizational studies, group			
				and inter-group processes,			
				social identity issues, change			
				processes, leadership theory,			1
				complexity theory,			
				postmodern theory,			
				mythologies			
Ayelet	Landau	Ph.D.	Senior Lecturer	visual cognition, cognitive			
,				neuroscience of attention			-
				and of time perception, brain			1
				rhythms			

Ruth	Mayo	Ph.D.	Senior Lecturer	Processes of negation and			
				refutation, distrust, internal			1
				information, virtual reality			
Anat	Maril	Ph.D.	Full Professor	Awareness-to-memory,			
				developmental aspects of			1
				memory			
Tammy	Pilowsky-	Ph.D.	Senior Lecturer	Neuropsychology,			
	Peleg			developmental		3	3
				psychopathology, the			
				relationship between			
				neuropsychological			
				functioning and behavioral			
				and emotional characteristics,			
				Tourette syndrome, autism,			
				epilepsy, acquired and			
				developmental trauma in			
				children			
Ram	Frost	Ph.D.	Full Professor	cognitive processes involved			
				in visual word recognition			
				and statistical learning			
Anat	Perry	Ph.D.	Lecturer	The basis of social behavior,			
				empathy and understanding			
				of the other, interpersonal			
				distance, unconscious			
				interpersonal processes			
Yoni	Pertzov	Ph.D.	Senior Lecturer	Visual working memory,			
				Visual perception, Eye			2
				movements, spatial attention,			
				fMRI, Cognitive Neurology,			
				Neuropsychology.			

Tali	Kleiman	Ph.D.	Senior Lecturer	Processes of regulation and				
				self-control, interaction				
				between cognitive and				
				motivational processes,			2	2
				internal conflicts, errors and				
				expectations.				
				Cognitive neuroscience,				
				attention and cognitive				
				control, attention				
				deficit\hyperactivity disorder				
				(ADHD), anxiety disorders			2	1
				and obsessive compulsive				
				disorder (OCD), neural				
	Kalanthr			network computaional				
Eyal	off	Ph.D.	Senior Lecturer	modeling.				
				Obesity and eating disorders,	Hadassah			
				post-partum depression,	Medical		5	1
				medical psychology (liason),	Center)	1
Laura	Canetti	Ph.D.	Senior Lecturer	psychodiagnostics		Psychologist		

				Neuropsychology and				
				neuroanatomy of				
				understanding social				
				conditions and self-awareness				
				of functioning,				
				neuropsychological and				
				neuropsychological				
				characteristics among				
				patients with				
				neurodegenerative diseases,				
				diagnosis and rehabilitation				
				therapy in difficulties in				
				socio-emotional cognition				
				among patients with				
				neurological injuries and				
Tali	Shany-Ur	Ph.D.	Senior Lecturer	diseases	Private clinic	Psychologist		
				Emotions, Emotion			2	
Maya	Tamir	Ph.D.	Full Professor	Regulation			2	6
				Psychotherapy				
				process/outcome research				
				(psychodynamic				
				psychotherapy), the				
				therapeutic relationship :			0	(
				transference and			9	6
				countertransference.				
				Supervision and training,				
			Associate	Adolescents in therapy. The				
Orya	Tishby	Ph.D.	Professor	experience of motherhood.				

				Implications of			
				immune-to-brain			
				communication for			
				psychiatric and neurological			
				conditions, the role of			
				inflammatory processes in			
				the brain in normal brain			
Raz	Yirmiya	Ph.D.	Full Professor	functioning			
				Development of children			
				born as premature infants,			
				effects of prenatal and			2
				postnatal factors on the			
Nurit	Yirmiya	Ph.D.	Full Professor	development of autism			
				Psycholinguistics, First			
				language acquisition,			
				Learning theory, Differences			
				between first and second			
			Associate	language learning, Cognitive			
Inbal	Arnon	Ph.D.	Professor	Science			

Social sciences building, 2611

	Table 9 - Faculty (Academic Staff) - Junior Faculty Employed (such as: TAs; RAs)												
		Faculty N	ſember		Part of P Inst	osition in the titution*	Part of Position in the Program						
First name	Last Name	Academic Degree	Employment Rank	Area of Specialization	Weekly hours	Position percentage	Weekly hours	Position percentage					
Allon	Vishkin	Ph.D candidate	Assitant B		2 not frontal	45% 30%	2 not fronal	45% 30%					
Alon	Elad	MA Student	ТА		1	12.5%	1	12.5%					
Asher	Strauss	Ph.D candidate	Assitant B		1	30%	1	30%					
Dana	Vertsberger	Ph.D candidate	Assitant B		1 not frontal	30% 30%	1 not frontal	30% 30%					
Doron	Atias	Ph.D candidate	Assitant A		3	95%	3	95%					
Gidi	Aviram	Ph.D candidate	Assitant A		2	37%	2	37%					
Hagar	Cohen	Ph.D candidate	Assitant B		1	25%	1	25%					
Hodaya	Verdiger	MA Student	ТА		2	25%	2	25%					
Itzik	Fradkin	Ph.D candidate	Assitant B		2	31%	2	31%					
Leah	Hazanovich	Ph.D candidate	Assitant A		2	41%	2	41%					

Lior	Abramzon	Ph.D	Assitant B		not frontal	30%	not frontal	30%
Maayan	Abargil	Ph.D candidate	Assitant B		2	37%	2	37%
Maya	Locker	Ph.D candidate	Assitant B	-	1	25%	1	25%
Maya	Enisman	MA Student	ТА		1	12.50%	1	12.50%
Michal	Galun	Ph.D candidate	Assitant B		not fronal	30%	2	30%
Moran	Sela	Ph.D candidate	Assitant B		1 not frontal	35% 30%	1 not frontal	35% 30%
Naom	Markovich	Ph.D candidate	Assitant B		not fronal	30%	2	30%
Noga	Diamant	Ph.D candidate	Assitant A		not fronal	30% 25%	not fronal	30% 25%
Oryah	Lancry	Ph.D candidate	Assitant A		1	25%	1	25%
Sahar	Raz	MA Student	ТА		2	25%	2	25%

Shahaf	Leshem	MA Student	ТА	2	80%	2	80%
Shai	Lederman	Ph.D candidate	Assitant B	2	25%	2	25%
Shir	Blondheim	MA Student	ТА	2	25%	2	25%
Tom	Noah	Ph.D candidate	Assitant B	not frontal	30%	not frontal	30%
Tomer	Miron	Ph.D candidate	Assitant B	4	18%	4	18%
Tony	Gutentag	Ph.D candidate	Assitant B	not fronal	30%	not fronal	30%
Noam	Zeligman	Ph.D candidate	Assitant B	2	13%	2	13%
Yonat	Tzur	Ph.D candidate	Assitant B	not frontal	13%	not frontal	13%

	Table 9 - Faculty (Academic Staff) - Junior Faculty Employed (such as: TAs; RAs)													
		Faculty Men	nber		Courses taught by th member	Additional	Additional Employment (external to the instiution)							
First name	Last Name	Acade-mic Degree	Employ-m ent Rank	Area of Specia- lization	Name of Course	Weekly Hours	Tasks in Institution	Name of Employer	Weekly hours	Position %				
Allon	Vishkin	Ph.D candidate	Assitant B		 Statistical Thinking in Psychology Introduction to Psychology 	2								
Alon	Elad	MA Student	ТА		Methods in Psychological Research	2								
Asher	Strauss	Ph.D candidate	Assitant B		Statistical Thinking in Psychology	2								

Dana	Vertsberg	Ph.D	Assitant B	1. Methods in	2		
	er	candidate		Psychological Research			
				2. Developmental			
				Psychology	2		
D		N D		1.0			
Doron	Atias	Ph.D	Assitant A	1. Statistical Thinking in	2		
		candidate		Psychology			
				2. Experimental	2		
				Psychology	3		
Gidi	Aviram	Ph.D	Assitant A	Advanced Research	2		
		candidate		Methods			
Hagar	Cohen	Ph.D	Assitant B	Statistical Thinking in	2		
		candidate		Psychology			
Hodaya	Verdiger	MA	ТА	Basic Principles in	3		
		Student		Biology			

Itzik	Fradkin	Ph.D candidate	Assitant B		1. Statistical Thinking in Psychology	2			
		Canulate			2. An alternative				
					approach to data	2			
					analysis: Bayesian				
					statistics and modelling				
					~ ~				
Leah	Hazanovi	Ph.D	Assitant A		Basic Principles in	3			
	ch	candidate			Biology				
Lior	Abramzo	Ph.D	Assitant B		Psychobioligical	3			
	n	candidate			Processes				
Maayan	Abargil	Ph.D	Assitant B		Advanced Research	2			
		candidate			Methods				
Maya	Locker		Assitant B		Statistical Thinking in	2	Dh D Advisor		
Iviaya	LOCKEI	PII.D candidate	Assitant D		Psychology	Z	(22%)		
		Callulate			1 sychology		(22/0)		
Maya	Enisman	MA	TA		Methods in	2			
		Student		ļ	Psychological Research				

Michal	Galun	Ph.D candidate	Assitant B	Abnormal Psychology	2		
Moran	Sela	Ph.D candidate	Assitant B	1. Methods in Psychological Research 2. Cognitive Processes	2		
Naom	Markovic h	Ph.D candidate	Assitant B	Social Psychology	2		
Noga	Diamant	Ph.D candidate	Assitant A	1. Neuropsychology 2. BA Advisor	2		
Oryah	Lancry	Ph.D candidate	Assitant A	Statistical Thinking in Psychology	2		
Sahar	Raz	MA Student	ТА	Methods in Psychological Research	2		
Shahaf	Leshem	MA Student	ТА	Statistical Thinking in Psychology	2		

Shai	Lederma	Ph.D	Assitant B	Ethics	2		
	n	candidate					
Shir	Blondhei	MA	TA	Basic Principles in	3		
	m	Student		Biology			
Tom	Noah	Ph.D	Assitant B	MA methodological			
		candidate		Advisor			
Tomer	Miron	Ph.D candidate	Assitant B	Psychodiagnosis A+B	4		
Tony	Gutentag	Ph.D candidate	Assitant B	Personality	2	 	
Noam	Zeligman	Ph.D candidate	Assitant B	A hands-on tutorial: mixed effect models in R	2		
Yonat	Tzur	Ph.D candidate	Assitant B	BA Advisor			

Table 10 - Adjunct Faculty								
Faculty Member						Employment in the Institution		
First name	Last Name	Academic Degree	Employment Rank	Area of Specialization	Weekly Teaching Hours	Courses taught by lecturer	Additional tasks in the institution	

Liat	Netez	Ph.D	עמית הוראה	2	Academic writing	
A _11_=#					Transformer	Laberiated UUII Davebalagies
Adler	Elchanan	MIA	באורי באריי וא	۷	1 reatment or	psychologist at HOJI Psychological
					Anxiety	Service
~ 1						
Eyal	Eliash	Ph.D	מורה מן החוץ	2	Integrative	psychologist at HUJI Psychological
					Parent-Child	Service
					Therapy	
Shiri	Ben-Naim	Ph.D	מורה מן החוץ	4	1. Issues in	
					Counseling	
					Treatment &	
					Psychotherapy	
					2. Rehabilitaion	
					Psychology	
Smadar	Gertner	Ph.D	עמית הוראה	2	Emotional life of	
					the infant -	
					developmental	
					psychodynamic	
					approach	
Amram	Dolev	Ph.D	עמית הוראה	2	Psychology and	
					Politics in Social	
					Community	
					Context	
Wald	Ilan	Ph.D	מורה מן החוץ	6	1. Risk and	psychologist at HUJI Psychological
					Resilience Factors	Service
					in the Development	
					of PTSD	
					2. Mini Practicum	

Zohar	Tal	Ph.D	עמית הוראה	2	Functional Neuroanatomy	Teaches at the Faculty of medicine and at the department of Cognition
Yoram	Yovel	Ph.D	מורה מן החוץ	2	Practice of Psychotherapy	Teaches at the Faculty of medicine
Eitan	Calfa	MA	עמית הוראה	4	Seminar for Haredi Program A+B	
Roi	Knaanie	Ph.D	עמית הוראה	2	Computers in Social Research (Spss+Excel)	Teaches at The Unit for Programming Instruction
Zvi	Carmeli	Ph.D	מורה מן החוץ	6	 1.Freud's Thinking and Influence on Current Intellectual Thinking 2. Freud-Kohu: the Theoretical and Therapeutic world of Psychoanalysis 3. Essential Ideas in Psychoanalytic Theory 	Teaches at the school of Nursing
Yaakov	Moshkovitz	Ph.D	מורה מן החוץ	10	Psychodiagnosis A+B	
Sepi	Pumoian	MA	מורה מן החוץ	2	Theory of Testing	
Nurit	Ravid	MA	עמית הוראה	2	Mini Practicum	

Adi	Rivlin	MA	עמית הוראה	10	Computers in	Teaches at The Unit for
					Social Research	Programming Instruction
					(Spss+Excel)	
Neta	Rimmerman	Ph.D	עמית הוראה	3	Basic Principles in	
	-Shdema				Biology	
Nathalie	Kleinselle	MA	עמית הוראה	2	Psychophysiological	
					Detection of	
					Concealed Info.	
Tzur	Karelitz	Ph.D	מורה מן החוץ	2	Theory of Testing	Teaches at the School pf Education

Table 11 - Recruitments and Retirements - previous 5 years								
Year	Recruited/Retired	Name	Rank	Specialization				
	Retired	Gaby Shefler	Clinical Associate Professor	Research in ethics in psychotherapy and psychoanalysis, professional development of therapists, public mental health services – policy and delivery				
2017-18	Recruited	Anat Perry	Senior Lecturer					
	Recruited	Shir Atzil	Senior Lecturer	The neural basis of social bonding, brain hormones and behavior in the parent-infant dyad, brain development in social context				
	Recruited	Avi Benozio	Lecturer	Moral Development: Cognition, Behavior, Emotion and Motivation				
	Recruited	Tal Shany-Ur	Lecturer in Practice					
2016-17	Recruited	Eyal Kalanthroff	Senior Lecturer	Cognitive neuroscience, attention and cognitive control, attention deficit\hyperactivity disorder (ADHD), anxiety disorders and obsessive compulsive disorder (OCD), neural network computaional modeling.				

	Retired	Itamar Gati	Professor	Making better career decision, facilitating career decision making, career decision-making difficulties, career compromises, internet-based self-help career decision making, career decision-making styles			
2015-16	Recruited	Tammy Pilowsky-Peleg	Senior Lecturer in Practice				
2014-15	Recruited	Salomon Israel	Senior Lecturer	The role of the hormones oxytocin and vasopressin in regulating human social behavior; The behavioral genetics of personality; The contribution of individual differences in personality to differences in health and economic well-being.			
	Recruited	Ayelet Landau	Senior Lecturer	visual cognition, cognitive neuroscience of attention and of time perception, brain rhythms			
	Recruited	Tali Kleiman	Senior Lecturer				
	Retired	Yaacov Schul	Professor	Attitudes, judgment/decision making, person perception, persuasion/social influence, trust and distrus			
	Left to other faculty	Yehuda Pollak	Senior Lecturer in Practice				
	Retired	Benny Shanon	Professor				
	Retired Marsha Kaitz		Associate Prof.	Maternal behavior, intergenerational transmission of psychopathology, development of anxiety, attachment			
2013-14	Recruited	Yoni Perzov	Senior Lecturer	Visual working memory, Visual perception, Eye movements, spatial attention, fMRI, Cognitive Neurology, Neuropsychology.			
	Recruited	Inbal Arnon	Associate Prof.	Psycholinguistics, First language acquisition, Learning theory, Differences between first and second language learning, Cognitive Science			
	Table 12 - Recruitments and Retirements - upcoming 3 years						
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Year	Recruited/ Retired	Name	Rank	Specialization			
2018-1 9	Retired	Dan Hoofien	Associate Prof. the Practice	Aquired brain injury, neuropsychological and neurocognitive rehabilitation, self awareness and depression, functions of the frontal lobes			
	Retired	Israel Katz	Associate Prof. the Practice	Organizational studies, group and inter-group processes, social identity issues, change processes, leadership theory, complexity theory, postmodern theory, mythologies			
	Retired	Yehuda Shavit	Professor	The interactions among opiates, pain, and the immune system			
	Recruited	Yoram Yovel	Professor	Affective Neuroscience, Suicidality. Psychopharmacology			
	Recruited	Eran Eldar	Senior Lecturer	Quantitative psychology			
	None						
2019-2							
0							
	None						
2020-2							
1							

5.5 Diversity

5.5.1. Specify the institutional and departmental policy and goals regarding the diversity of faculty and students (gender and minorities equality).

All other things being equal, the faculty will promote diversity. In the last few years the faculty successfully recruited women and minorities, and it is currently one of the faculties employs the most women in the university. Regarding students: the faculty took the lead in the university in running a program to recruit Palestinians from East Jerusalem. The faculty provided these students with specific assistance through the academic year. The first year of that new program ended successfully, with most students successfully passing all first-year courses. The faculty continued with the innovative program this year as well.

5.5.2. Specify the mechanisms and activities supporting the implementation of the policy.

In general, the Faculty of Social Sciences and the University create the policies regarding diversity. However, the psychology department has its own programs regarding diversity, such as the Haredi program and the new program recruiting Palestinians from East Jerusalem.

5.5.3. In summary, what are the points of strength and weakness of the issues specified in this chapter?

Overall, given the existence of both the Arab student (starting 2018) and Charedi student (since 2013) programs, we are doing well in terms of diversity. We can still do more to assist BA students in terms of enrollment and support. We also notice the issue in terms of faculty recruitment, but there are few qualified applicants.

Supporting Documents:

• Tables 13-14 (Excel appendix).

	Percentag	e of faculty	Percentage of students in the		
Rank	Lecturer	Senior Lecturer	Associate Professor	Full Professor	program/ department
Female	6.25 18.75 9.375 9.375				68.7
Male	3.125	12.5	12.5	28.125	31.3

Table 14 - Equality of Minorities					
	Ро	ercentage o progra	Percentage of students in the program/department		
Rank	Lecturer	Senior Lecturer	Associate Professor	Full Professor	
Arab	-	-	-	-	5.76
Haredi	-	-	-	-	2.3 (only MA)
Minority C	-	-	-	-	

5.6. Research

5.6.1. Describe how the department's research activities correspond with the institution's overall mission and goals.

The department of psychology is a research-oriented department, using predominantly laboratory-based, experimental methods to ask questions about the psychology of human behavior (cognition, language, emotion, psychopathology, judgment, etc.). Faculty engage in cutting-edge questions in their areas, receive substantial funding for their work, and publish in excellent outlets (majority Q1). All faculty are engaged in mentoring both undergraduate and graduate students from psychology and/or related fields (cognitive science, linguistics, neuroscience, etc.). Thus, the department is highly involved in advancing knowledge, interdisciplinary research, seeking grant-funding, and publishing.

5.6.2. Specify the department's prominent research areas and uniqueness in research.

The 32 faculty members in the department represent a diverse range of interests and areas of focus. One could attempt to divide the faculty into traditional areas (cognitive (16 faculty members: Ahissar, Arnon, Aviezer, Benozio, Cohen, Deouell, Frost, Hassin, Hoofien, Kalanthroff, Landau, Maril, Perry, Pertzov, Pilowsky-Peleg, Shany-Ur), social (11 faculty members: Atzil, Aviezer, Benozio, Hassin, Israel, Katz, Kleiman, Knafo-Noam, Mayo, Perry, Tamir, Yaniv), developmental (5 faculty members: Arnon, Atzil, Benozio, Knafo-Noam, N. Yirmiya), clinical (6 faculty members: Bechar, Canetti, Huppert, Tishby, Yirmiya, Yovel), psychobiology (2 faculty: Shavit, R. Yirmiya), but the count adds up to more than 32 due to multidisciplinary work of many members of the faculty. Indeed, of the 10 hires in the last five years, 6 conduct research that spans more than one traditional area. Alternatively, one could identify specialty areas of strength. These include emotion and affective processes (Aviezer, Tamir, Hassin, Huppert, Kleiman, Tishby, Yovell), unconscious processing (Hassin, Deuoell), low and high level processing of interpersonal processes (Mayo, Ahissar, Atzil, Benozio, Yaniv, N. Yirmiya, Israel, Knafo-Noam, Perry, Kleiman, Pertzov), biological (hormonal/genetic) basis of behavior (R. Yirmiya, Shavit, Atzil, Knafo-Noam, Israel, Huppert, N. Yirmiya), cognitive neuroscience (Ahissar, Deouell, Shani-Or, Kalanthroff, Pertzov, Perry, Frost, Maril, Landau, Hassin, Arnon).

5.6.3 Specify the intellectual property policy of the institution in relation to the department.

Yissum serves as a bridge between cutting-edge academic research and a global community of entrepreneurs, investors, and industry organizations. Yissum's expertise in innovation, collaboration, and operational excellence supports the commercialization of Hebrew University's transformational and translational discoveries.

Sometimes a researcher has created intellectual property which may necessitate the filing of a patent application by Yissum. The researcher must first disclose the invention to Yissum through a DOI (Declaration of Invention). Yissum will then convene a technology evaluation committee to determine if the invention has significant commercial potential, and if so, how should it be protected. If protection is pursued through a patent filing, a patent is first filed as a provisional patent application. Within a year, this application may be replaced by an international application and later on, these are replaced by one or more individual patent applications in specific countries.

5.6.4. Describe the commercialization unit of the institution, its function, number of patents registered, and where have they been registered.

Yissum is the technology transfer company of The Hebrew University of Jerusalem. Founded in 1964, it is the 3rd company of its kind ever created, and has a rich tradition of innovation and commercialization. Through our efforts to identify and create breakthrough scientific research at Hebrew University, we aspire to advance commercial solutions to the most pressing global challenges facing humanity.

Some of our well-known spin-off companies include Mobileye, Orcam, Collplant, Qlight, and Briefcam. Yissum's business partners span the globe and include companies such as Novartis, Johnson & Johnson, Merck, Intel, Google, Boston Scientific, ICL and many more.

Since its inception, Yissum has registered 10,000+ patents covering 2,800+ inventions; licensed 900 technologies and produced 130+ spin-off companies.

Sufficiently mature technologies with a dedicated and experienced leadership team in place and the capability to raise money (Yissum will provide substantial guidance and support in both of these areas) may be spun out into Start Up companies. Other technologies can be offered to industry under numerous flexible partnering options, including deal flow opportunities, licenses, collaborative and sponsored research, option agreements, etc. For more information, visit <u>http://www.vissum.co.il/</u>.

5.6.5. Specify the journal ranking the department relates to when evaluating faculty publications. If the department or institution has its own scale (not international) or another method for evaluating (e.g. peer review), provide a brief description and the ranking list.

We have made a transition from using a university-based ranking system to the standardized JIFP (Journal Impact Factor Percentile) as calculated by Thomson-Reuters. We aim for some publications to be in the top 10 percentile with most being in the top quartile. **5.6.6. In summary, what are the points of strength and weakness of the issues specified in this chapter?**

The academic faculty is extremely strong and also tends to be highly collaborative while also having deep expertise in various areas. The members of the faculty are productive both in terms of publishing (high impact as well as quantity) and grant funding (ISF, BSF, GIF, ERC, etc.). Most of the senior faculty are internationally recognized experts and the junior faculty have been acknowledged nationally (many Alon awards) and internationally (three have been recognized as rising stars by APS).

Weaknesses include lack of coverage of some of the areas of psychology. It has been extremely hard to recruit excellent faculty in psychobiology, given competition with other universities and the divided campus with ELSC on the Safra campus.

The administrative staff is undergoing a major transition, which started with the departure of the senior administrator in 2014, and the absorption of a new senior administrator that left in Feb., 2018. We have a new, experienced administrator who has adapted well to the position. We also had a student administration support staff leave in Jan 2017 and the senior administrator retire in Oct. 2018. This lead to some changes in the student administration for the dept, which as of Oct. 2018 includes separate student administrators for the graduate and undergraduate studies. The new staff is acclimating well. Supporting Documents:

- Tables 15-16 (Excel appendix).
- List: cooperation activities by department members both in Israel and abroad (last 5 years).
- List: research infrastructure of the faculty: research laboratories, research centers, specialized equipment and budget for maintenance (level and sources of funding).

Table 15 - Research Resources - last 3 years*				
name and rank (Full/associate Prof; Senior Lecturer; Lecturer)	Main Research Area	research funds raised in the past 3 years (total amount from resource)	Grant Source	Duration of the grant
Hillel Aviezer, Prof.	Affective Neuropsychology	\$21,815	Ministry of Science & Technology	1
Ahissar Merav, Prof.	Perceptual Plasticity and Cognitive Abilities	\$399,688	ISF	3
Ahissar Merav, Prof.	Perceptual Plasticity and Cognitive Abilities	\$99,981	GIF	2
Arnon Inbal, Prof.	Psycholinguistics, First language acquisition,	\$233,536	H2020-ERC	4

	Cognitive Science			
Arnon Inbal, Prof.	Psycholinguistics, First language acquisition, Cognitive Science	\$31,165	ISF - Workshops	1
Arnon Inbal, Prof.	Psycholinguistics, First language acquisition, Cognitive Science	\$250,061	ISF	2
Ben Shakhar Gershon, Prof. Emeritus	Cognitive psychophysiology	\$194,780	ISF	3
Deouell Leon, Prof.	Human Cognitive Neuroscience	\$102,967	Ministry of Economics & Industry - the Innovation Authority	1
Deouell Leon, Prof.	Human Cognitive Neuroscience	\$137,805	Ministry of Science & Technology - China	1
Deouell Leon, Prof.	Human Cognitive Neuroscience	\$13,590	Ministry of Science & Technology - Scholarships	1
Deouell Leon, Prof.	Human Cognitive Neuroscience	\$43,767	Ministry of Economics & Industry - the Innovation Authority	4 months
Deouell Leon, Prof.	Human Cognitive Neuroscience	\$67,632	Ministry of Economics & Industry - the Innovation Authority	1
Deouell Leon, Prof.	Human Cognitive Neuroscience	\$19,026	ISF - Workshops	1
Deouell Leon, Prof.	Human Cognitive Neuroscience	\$2,532	Ministry of Science & Technology	6 months
Huppert Jonathan, Prof.	Mental Health & Well Being	\$324,633	ISF	3
Huppert Jonathan, Prof.	Mental Health & Well Being	\$77,904	The Israel National Institute for Health Policy Research	3
Yaniv Ilan, Prof.	Cognitive, emotional and social processes of judgment and decision making	\$11,415	Diversa Sources, Israel	3
Hassin Ran, Prof.	Unconscious processes, consciousness, high level cognition, motivation and emotion	\$216,720	Templeton	3

	Cognitive behavior			
	therapy,			
	Acceptance and			
	Commitment	nt		
	Therapy (ACT),			
	methods of coping			
Yovel Iftah, Prof.	with negative	\$10,000	Internal	4
	cognitions,	. ,		
	obsessive			
	compulsive			
	disorder, anxiety			
	disorders,			
	depression			
Virmia Nurit. Prof.	Clinical Psychology	\$46,747	ISF	3
Virmia Nurit Prof	Clinical Psychology	\$26.568	Diversa Sources Israel	2
1 IIIIIia 1 vuin, 1 101.	Developiology the	φ20,500	Diversa Jources, 151aci	<u>ــــــــــــــــــــــــــــــــــــ</u>
	role of			
	TOLE OI			
			ISF	2
Vinnia Data Drof	processes, in	¢490.250		
Yirmia Kaz, Prof.	general, and	\$489,200		
	microglia cells, ili			
	particular, in brain			
	and behavior			
	tunctioning			
	Psychobiology, the			
	role of			
	inflammatory		ISF	
	processes, in			
Yirmia Raz, Prof.	general, and	\$9,609		1
	microglia cells, in			
	particular, in brain			
	and behavior			
	functioning			
	Development of			
	pro-social behavior			
	and empathy in the			
	context of genetics			
	and the family			
	environment, the			
Knato-Noam Ariel,	interaction between	\$1,714	Ministry of Science &	6 months
Prot.	parenting and	V. 2	Technology	
	temperament, and			
	the development of			
	values in the			
	contexts of culture			
	and the family			
Knafo-Noam Ariel,		\$40.40 2		1
Prof.		\$18,485	ISF - Worksnops	1

Landau Ayelet, Dr.	visual cognition, cognitive neuroscience of attention and of time perception, brain rhythms	\$228,317	ISF	2
Landau Ayelet, Dr.	"	\$117,420	ISF - Equipment	3
Landau Ayelet, Dr.	"	\$15,000	American Friends of the Hebrew University	2
Landau Ayelet, Dr.	"	\$600,000	MCDONNELL FOUNDATION	2
Maril Anat, Dr.	Cognitice Science: memory and memory awareness, cognitive and neural aspects of memory development	\$217,444	ISF	2
Maril Anat, Dr.	"	\$1,714	Ministry of Science & Technology	6 months
Frost Ram, Prof.	cognitive processes involved in visual word recognition and statistical learning	\$1,888,521	H2020-ERC	3
Frost Ram, Prof.	cognitive processes involved in visual word recognition and statistical learning	\$2,500	Diversa Sources, Israel	1
Frost Ram, Prof.	cognitive processes involved in visual word recognition and statistical learning	\$188,171	H2020-Marie Curie	2
Pertzon Yoni, Dr.	Visual working memory, Visual perception, Eye movements, spatial attention, fMRI, Cognitive Neurology, Neuropsychology	\$15,000	American Friends of the Hebrew University	3

Pertzon Yoni, Dr.	Visual working memory, Visual perception, Eye movements, spatial attention, fMRI, Cognitive Neurology, Neurology	\$22,072	GIF	1
Pery Sharon Anat, Dr.	Social, Cognitive and Neural Psychology	\$531,100	British Friends of the Hebrew University	2
Kleiman Tali, Dr.	Social cognition; cognitive control. Regulation processes and self- control.	\$22,072	GIF	1
Kleiman Tali, Dr.	Social cognition; cognitive control. Regulation processes and self- control.	\$173,956	ISF	2
Kleiman Tali, Dr.	Social cognition; cognitive control. Regulation processes and self- control.	\$43,489	ISF - Equipment	3
Kalanthroff Eyal, Dr.	Cognitive neuroscience, attention and cognitive control, attention deficit\hyperactivit y disorder (ADHD), anxiety disorders and obsessive compulsive disorder (OCD), neural network computaional modeling.	\$380,600	American Friends of the Hebrew University	2
Shany-Ur Tal, Dr.	Social Cognition, Neuropsychology, Neurodegenerative deseases	\$41,000	Internal	1
Tamir Maya, Prof.	Emotions, Emotion Regulation	\$249,318	ISF	3

Tamir Maya, Prof.	Emotions, Emotion Regulation	\$8,154	National Institute for Testing & Evaluation	2
Tishby Orya,	Psychotherapy process/outcome research (psychodynamic psychotherapy), the therapeutic relationship : transference and countertransference e. Supervision and training, Adolescents in therapy. The experience of motherhood.	\$163,083	ISF	2
		\$7,760,320		
Arnon Inbal, Prof.	Psycholinguistics, First language acquisition, Cognitive Science	\$2,625	Diversa Sources, Israel	1

* Data regarding full awarded sums is currently available only for the 2015-16 & 2016-17 academic years

List: cooperation activities by department members both in Israel and abroad (last 5 years).

Your Name	Collaborator, Department, Institution, Country (please put one collaborator per line)					
	Salomon Israel, Psychology Department, HUJI, Israel					
	Hillel Aviezer, Psychology Department, HUJI, Israel					
	Leon Deouell, Psychology Department, HUJI, Israel					
	Ran Hassin, Psychology Department, HUJI, Israel					
	Iftah Yovel, Psychology Department, HUJI, Israel					
	Ehud Zohary, ELSC, HUJI, Israel					
	Galia Avidan, Psychology Department, BGU, Israel					
	Masud Husain, Experimental Psychology, Oxford University, UK					
	Sebastian Crutch, Dementia Research Centre, UCL, UK					
	Gil Suzin, Sagol Center for Hyperbaric Medicine at Assaf Harofeh Medical Center, Israel					
	Gershon Ben Shakhar, Psychology Department, HUJI, Israel					
Yoni Pertzov	Tal Makovski, Psychology Department, Open University, Israel					
	Eran Halperin, School of Psychology, Interdisciplinary Center Herzliya, Israel					
	Jutta Joormann, Department of Psychology, Yale University, USA					
	Gal Sheppes, Department of Psychology, Tel-Aviv University, Israel					
	Peter Kuppens, Department of Psychology, KU Leuven, Netherlands					
	Elise Kalokerinos, Department of Psychology, University of Newcastle, Australia					
	Tal Eyal, Department of Psychology, Ben-Gurion University, Israel					
	Tom Schonberg, Department of Neurobiology, Tel-Aviv University, Israel					
Maya Tamir	Pazit Ben-Non Bloom, Department of Political Science, HUJI, Israel					

	James J. Gross, Department of Psychology, Stanford University, USA Noam Shoval, Department of Geography, HUJI, Israel Yuri Miyamoto, Department of Psychology, University of Michigan, USA Shige Oishi, Department of Psychology, University of Virginia, USA Iris Mauss, Department of Psychology, UC Berkeley, USA
	Gerben Van Kleef, Department of Psychology, U of Amsterdam, Netherlands Yoav Ban Anan, Department of Psychology, Ben-Gurion University, Israel
Anat Perry	Hillel Aviezer, Psychology, Hebrew University of Jerusalem, Israel Mor Nahum, Physical Therapy, Hebrew University of Jerusalem, Israel Shoham Choshen-Hillel, MBA, Hebrew University of Jerusalem, Israel Robert Knight, Psychology and Neuroscience, UC Berkeley, California, USA Jamil Zaki, Psychology, Stanford University, USA Ulrike Krämer, University of Lübeck, Germany Desmond Ong, IHPC Singapore Zaifeng Gao, Psychology, Zhejiang University, China
Eyal Kalanthroff	Avishai Henik, Psychology, Ben Gurion University Micheal Wheaton, Psychology, Barnard College Marius Usher, Psychology, Tel Aviv University Noam Weinbach, Psychology, Haifa University Shai Gabay. Psychology, Haifa University Yuval Neria, Psychiatry, Columbia University Medical Center Blair Simpson, Psychiatry, Columbia University Medical Center Eddy J Davelaar, Psychology, Birkbeck University of London
Leon Deouell	Robert T Knight, Helen Wills Neuroscience Institute, UC Berkeley, USA Dimitri van de Ville, EPFL, Lausanne, and University of Geneva, Switzerland Lucia Melloni, Max Planck Institute for Empirical Aesthetics, Frankfurt, Germany Partik Vuilleumier, University of Geneva, Switzerland Jon Winawer, Dept. of Psychology, New York University, USA Rafael Malach, Weizmann Institute, Israel Israel Nelken, Hebrew University of Jerusalem Daniel Levy, Interdisciplinary center, Herzlia, Israel
Ran Hassin	Daphna Shohamy, Columbia; Melissa Ferguson, Cornell; Alexander Todorov, Princeton; Gita Johar, Columbia; Niall Bolger, Columbia; Hillel Aviezer, HUJI; Shlomo Israel, HUJI; Leon Deouell, HUJI; Rafi Malach, Weizmann; Shay Gabay, Haifa; Baruch Eitam, Haifa
Itamar Gati	Jerome Rossier, Institute of Psychology, University of Lausanne, Switzerland Zhi-Jin Hou, School of Psychology, Beijing Normal University, Beijing, China Viktoria Kulcsar, Department of Clinical Psychology and Psychotherapy, Babeş-Bolyai University, Romania Laurent Sovet, Research Centre for Work and Development Studies, National Conservatory of Arts & Crafts, France

	Feride Bacanli, Department of Educational Sciences, Gazi Üniversity, Turkey Annamaria Di Fabio, Work and Organizational PsychologyUniversity of Florence, Italy
Hillel Aviezer	1) Gilaie-Dotan, Sharon. Optometry -Vision Science, Bar-Ilan, Israel. 2) Israelashvili, Jacob. Psychology, U of Amsterdam, Netherlands. 3) Eitan, Renana. Neuropsychiatry, Harvard-MGH, Boston, USA. 4) Eitam, Baruch. Psychology, Haifa. 5) Giladi, Nir. Neurology, Ichelov, Tel Aviv. 6) Gurevich, Tania.Neurology, Ichelov, Tel Aviv. 7) Todorov, Alex. Psychology, Princeton, USA 8) Messinger, Daniel., U of Miami, USA. 9) Hassin Ran., HUJI. 10) Perry Anat, HUJI. 11) Greene, Josh, psychology, Harvard. USA
Laura Canetti	Eyal Kalantroff Eytan Bachar
Iftah Yovel	Gail Steketee, Social Work, Boston University, USA Sabine Wilhelm, Psychiatry, Massachusetts General Hospital/Harvard Medical School, USA Eshkol Rafaeli, Psychology, Bar Ilan University, Israel Nilly Mor, School of Education, Hebrew University, Israel Joanna Arch, Psychology and Neuroscience, University of Colorado, USA
Gershon Ben-	Bruno Verschuere Department of Clinical Psychology, University of Amsterdam, The Netherlands Merel Kindt, Department of Clinical Psychology, University of Amsterdam, The Netherland Ewout Meijer, Faculty of Psychology and Neuroscience, Maastricht University, Maastricht, The Netherlands Galit Nahari, Department of Criminology, Bar Ilan University, Israel Matthias Gamer, Department of Psychology, University of Wurzburg, Wurzburg, Germany Harald Merckelbach, Department of Clinical Psychological Science, Maastricht University, Maastricht, The Netherlands William G. Iacono, Department of Psychology, University of Minnesota, USA Kristina Suchotzki, Department of Psychology, University of Würzburg, Germany Bram Van Bockstaele, Department of Experimental-Clinical and Health Psychology, Ghent University, Belgium Geert Crombez, Department of Experimental-Clinical and Health Psychology, Ghent University, Belgium
Shakhar	Yoni Pertzov, Department of Psychology, The Hebrew University of Jerusalem, Israel
Ram Frost	Morten Christiansen, Dept of Psychology, Cornell University, USA Jay Rueckl, Dept of Psychology, University of Connecticut, USA Ken Pugh, Haskins Laboratories, New Haven, CT, USA Blair Armstrong, Dept of Psychology, University of Toronto, Canada Manuel Carreiras, the BCBL, San Sebastian, Spain Victor Kuperman, Dept of Psychology, McMaster University, Canada Joanne Arciuli, Dept of Psychology, University of Sydney, Australia Manuel Perea, Dept of Psychology, University of Valencia, Spain Arthur G. Samuel, Dept of Psychology, Stony Brook University, USA
Dan Hoofien	Gilboa, A. Rotman Research Inst. Toronto, CA. Bachar, E. Psychology, HUJI, Israel Heled, E. Psychology, Ariel, U. Israel Vakil, E. Psychology, Bar Ilan U. Israel Efrati, S. Assaf Harofe' M.C. Israel
Tal Shany-Ur	Prof. Katherine Rankin, Neurology, Memory and Aging Center, UCSF, USA Prof. Dan Hoofien, Psychoogy, HUJI, Israel

	Prof. Shahar Arzy, Neuropsychiatry, HUJI and Hadassah Medical Center, Israel
	Gregory Peters-Founshtein, Neuropsychiatry, HUJI and Hadassah Medical Center
	Dr. Ayala Bloch, The National Institute for the Rehabilitation of Brain Injured and Department of
	Psychology, Ariel University, Israel
	Shimon Shiri, Rehabilitation, Hadassah Medical Center, Israel
	Zeev Meiner, Kehabilitation, Hadassah Medical Center, Israel
	Eyal Kalanthroff, Psychology, HUJI
	Ganelin, E The Neurology Clinic, Schneiders' Children Medical Center, Israel, Sackler Faculty of
	Medicine, Tel Aviv University, Israel
	Shorer, M- PTSD Clinic, Schenider's Children's Medical Center, Israel, Department of Behavioral
	Science, Ruppin College
	Apter, A Psychological Medicine Clinic, Schneiders' Children Medical Center, Israel, Sackler Faculty
	of Medicine, Tel Aviv University, Israel
	Zimmerman-Brenner, S The Tourette Syndrome Association in Israel (TSAI), Interdisciplinary
	Center (IDC), Israel
	Rotstein, M Movement Clinic, Dana-Dwek Children's Hospital, Sourasky Medical Center, Israel
	Calderon-Margalit, K Hadassan Hebrew University Braun School of Public Health, Israel
Tammy Dalag	Straussberg, K The Neurology Clinic, Schneiders Children Medical Center, Israel, Sackier Faculty of
Tallilly Teleg	
	Tal Eyal, Psychology, Ben Gurion University, Israel
	Nira Liberman, Psychology, Tel Aviv University, Israel
	Chadly Stern, Psychology, University of Illinois Urbana-Champaign, USA
	Yaacov Trope, Psychology, New York University, USA
	David Amodio, Psychology, New York University, USA
Tali Kleiman	Petra Schmid, Department of Management, Technology, and Economics, ETH Zürich, Switzerland
	Ariel Knafo-Noam, Psychology, Hebrew University, Israel Yoni Pertzov, Psychology, Hebrew
	University, Israel Hillel Aviezer, Psychology, Hebrew University, Israel Nurit Yirmiya, Psychology,
	Hebrew University, Israel Hagit Hochner, Public Health, Hebrew University, Israel Eyal Winter,
	Economics, Hebrew University, Israel David Mankuta, Obstetrics and Gynecology, Hadassah Medical
	Center, Israel Florina Uzefovsky, Psychology, Ben Gurion University of the Negev, Israel
	Idan Shalev, Biobehavioral Health, Penn St. University, Israel
	Idan Shalev, Biobehavioral Health, Penn St. University, Israel Richard Ebstein, Psychology, National University of Singapore, Singapore
	Idan Shalev, Biobehavioral Health, Penn St. University, Israel Richard Ebstein, Psychology, National University of Singapore, Singapore Daniel Belsky, Population Health Sciences, Duke University, USA
	Idan Shalev, Biobehavioral Health, Penn St. University, Israel Richard Ebstein, Psychology, National University of Singapore, Singapore Daniel Belsky, Population Health Sciences, Duke University, USA Avshalom Caspi, Psychology and Neuroscience, Duke University, USA
Salomon Israel	Idan Shalev, Biobehavioral Health, Penn St. University, Israel Richard Ebstein, Psychology, National University of Singapore, Singapore Daniel Belsky, Population Health Sciences, Duke University, USA Avshalom Caspi, Psychology and Neuroscience, Duke University, USA Terrie Moffitt, Psychology and Neuroscience, Duke University, USA
Salomon Israel	Idan Shalev, Biobehavioral Health, Penn St. University, Israel Richard Ebstein, Psychology, National University of Singapore, Singapore Daniel Belsky, Population Health Sciences, Duke University, USA Avshalom Caspi, Psychology and Neuroscience, Duke University, USA Terrie Moffitt, Psychology and Neuroscience, Duke University, USA Prof. Adi Mizrahi, ELSC, The Hebrew University, Israel
Salomon Israel	Idan Shalev, Biobehavioral Health, Penn St. Univeristy, Israel Richard Ebstein, Psychology, National University of Singapore, Singapore Daniel Belsky, Population Health Sciences, Duke University, USA Avshalom Caspi, Psychology and Neuroscience, Duke University, USA Terrie Moffitt, Psychology and Neuroscience, Duke University, USA Prof. Adi Mizrahi, ELSC, The Hebrew University, Israel Dr. Inbal Goshen, ELSC, The Hebrew University, Israel
Salomon Israel	Idan Shalev, Biobehavioral Health, Penn St. Univeristy, Israel Richard Ebstein, Psychology, National University of Singapore, Singapore Daniel Belsky, Population Health Sciences, Duke University, USA Avshalom Caspi, Psychology and Neuroscience, Duke University, USA Terrie Moffitt, Psychology and Neuroscience, Duke University, USA Prof. Adi Mizrahi, ELSC, The Hebrew University, Israel Dr. Inbal Goshen, ELSC, The Hebrew University, Israel Prof. Tamir Ben Hur, Dept. of Neurology, The Hebrew University, Israel
Salomon Israel	Idan Shalev, Biobehavioral Health, Penn St. Univeristy, Israel Richard Ebstein, Psychology, National University of Singapore, Singapore Daniel Belsky, Population Health Sciences, Duke University, USA Avshalom Caspi, Psychology and Neuroscience, Duke University, USA Terrie Moffitt, Psychology and Neuroscience, Duke University, USA Prof. Adi Mizrahi, ELSC, The Hebrew University, Israel Dr. Inbal Goshen, ELSC, The Hebrew University, Israel Prof. Tamir Ben Hur, Dept. of Neurology, The Hebrew University, Israel Prof. Yehuda Shavit, Dept. of Psychology, The Hebrew University, Israel
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	Ted Gibson, Brain and Cognitive Science, MIT, USA
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	Ariel Knafo, Psychology, Hebrew University
	Eitan Grossman Linguistics Hebrew University
	Albert Costa Develology University of Barcelona Spain
	There costa, i sychology, eniversity of Darcelona, Span
	Michael Gilead, Psychology, BGU, Israel
	Sarah Gimbel, Brain and Creativity Institute, USC, US
	James Brewer, Neurology, UCSD, US
	Nira Liberman, Psychology, TAU, Israel
Anat Maril	Yonatan Goshen, Psychology, TAU, Israel
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Shir Atzil	Ariel Knafo, Psychology Department, Hebrew University, Israel Shlomo Israel, Psychology Department, Hebrew University, Israel Hillel Aviezer, Psychology Department, Hebrew University, Israel Judah Koller, School of Education, Hebrew University, Israel Lisa Feldman Barrett, Northeastern University, Boston, US Tor Wager, Psychology and Neuroscience, University of Colorado, Boulder, US
Jonathan Huppert	Edna Foa, Dept of Psychiatry, U Penn, USA Thomas Rodebaugh, Dept of Psychology, Washington U at St. Louis, USA David Moscovitch, Dept. of Psychology, U Waterloo, Canada Gerhard Andersson, Dept of Psychology, Linköping University, Sweden David Ebert, Dept of Psychology, Friedrich-Alexander-University Erlangen- Nuremberg, Germany Jason Moser, Dept of Psychology, Michigan State U, USA David Barlow, Dept of Psychology, Boston U, USA H. Blair Simpson, Dept of Psychology, Boston U, USA H. Blair Simpson, Dept of Psychiatry, NYSPI and Columbia, USA Irving Kirsh, Dept of Psychology, Swarthmore College, USA Shawn Cahill, Dept of Psychology, U Wisconsin, Milwaukee, USA Nilly Mor, Dept of Education, Hebrew U, Israel Eva Gilboa Schechtman, Bar Ilan U, Israel Yair Bar Haim, Dept of Psychology, U Haifa, Israel Danny Koren, Dept of Psychology, U Haifa, Israel Idan Aderka, Dept of Psychology, U Haifa, Israel Orya Tishby, Dept of Psychology HUJI Shlowo Israel Dept of Psychology HUJI
Orya Tishby	 1.Prof. Hadas Wiseman, Department of Counseling and Human Development, Haifa University 2. Member of COST action network - on the well being of young people, funded by Horizon 20/20. Primary investigator: Dr. Randi Ulberg, Univ. of Oslo
Ilan Yaniv	Johannes Muller-Trede (IESE Business School, Barcelona, Spain) Yehuda Pollak, School of Education, Hebrew University of Jerusalem Shoham Choshen-Hillel, School of Business, Hebrew University of Jerusalem Netta Barak-Corren, School of Law, Hebrew University of Jerusalem
Ruth Mayo	Norbert Schwarz, Department of Psychology and the Marshall School of Business, University of Southern California, USA Natalie Sebanz, Central European University, Hungary Andrea Pittarello, Department of Psychology, Brooklyn College – CUNY, New York, USA Anne-Laure Sellier, Marketing, HEC, Paris, France Lilach Sagiv, The Jerusalem School of Business, Hebrew University of Jerusalem, Israel Yaacov Schul, Psychology Department, Hebrew University of Jerusalem, Israel Tal Eyal, Department of Psychology, Ben-Gurion University, Israel Jacob Goldenberg, School of Arison School of Business at the IDC, Herzliya, Israel Uri Allon, Weizmann Institute of Science, Israel

Galit Yovel, Psychology, Tel Aviv University, Israel
Yonat Zwebner, School of Arison School of Business at the IDC, Herzliya, Israel
Liad Mudrik, Psychology, Tel Aviv University, Israel

List: research infrastructure of the faculty: research laboratories, research centers, specialized equipment and budget for maintenance (level and sources of funding).

Faculty Member's Name	Lab Name	Number Of Lab Members	Number Of Seats In Lab (For Students/Rese archers, Not Participants Unless The Space Is Used By Both)	Number Of Computers In Lab	Other Major Equipment In Lab
Shir Atzil	Bonding Neuroscience Lab	5	5	4	None
Raz Yirmiya	PsychoNeuroImmun ology Laboratory	7	7	7	Fully computerized physiological/behavioral systems, including: 1) Morris water maze system (Noldus); 2) Fear conditioning system for mice (Campden Instruments, England); 3) Passive avoidance conditioning apparatus (San Diego Instruments, USA); 4) Anxiety measuring systems (Plus-maze and Open Field apparatuses) (Noldus), and several other systems for measuring exploration, pain, social activity, and sexual behavior in rodents. The lab contains surgery facilities, with isoflurane tabletop anesthesia system (Stoelting, USA), 3 stereotaxic instruments, surgical microscope, a fume hood and cryostat and histology setup. The molecular and immunohistochemical parts of the laboratory are equipped with a laminar flow hood, CO2 incubator, refrigerated centrifuge, microscopes, -80°C

					ultrafreezer, gamma-counter, PCR instrument (Tpersonal Thermocycler), ELISA reader, a precision (accurate to 1 micron) cryostat, blade sharpener, slide processor (Sequenza), -20°C non-defrosting freezer dedicated for antibody storage, a Nikkon E-600 fluorescent microscope
Maya Tamir	Emotion and self- regulation laboratory	6	9	9	psychophysiology lab
Ayelet Landau	Brain Attention and Time Lab	15	8	12	Eye trackers (2), EEG system, Tactile stimulation devices, Compute Cluster
Itamar Gati	career development (at the school of education)	4	5	4	none
Eyal Kalanthroff	The clinical neuropsychology lab	14	10	15	no
Leon Deouell	Human Cognitive Neuroscience Laboratory	15	14	13	EEG (Biosemi, 128 electrodes), Eye tracker (Eyelink 1000)
Hillel Aviezer	Affective neuropsychology lab	8	12	7	2 eye trackers, 1 electrophysiology system so
Jacob Schul		0	1	5	0
Yoni Pertzov	Visual Cognition	9	9	9	2 stationary eye trackers, 3 laptop eye trackers, 1 glasses based eye tracker. One Biopac system for physiological measurements
Tali Kleiman	Social Cognition Lab	6	6	10	none
Prof. Ram Frost	The Laboratory for Learning and Verbal Information Processing	8	16	11	An Eye Tracker, Wall Screen for presentations
Salomon Israel	Biology of Social Behavior	6	6	6	real-time PCR, centrifuges, plate reader and automated washer, biosafety cabinet, refrigerator -20 and -80 freezers
Ran Hassin	LabConscious	11	8	9	Eye Tracker

Nurit Yirmiya	Child Development and Parenting	7	10	7	Video
Gershon Ben- shakhar	ZeroLab	7	7	3	Equipment for Measuring electrodermal, heart rate and respiration
Anat Perry		7	7	7	EEG, Eye tracker, Psychophysiology recordings
Ariel Knafo- noam	Social Development lab	30	11	12	2 biopac systems
Inbal Arnon	Language Learning and Processing Lab	12	7	10	Eyelink eye-tracker, SMI portable eye-tracker
Avi Benozio		9	9	9	EEG & Eye-Tracker
Anat Maril	The neurocognitive lab	9	10	9	none
Ruth Mayo	The social-cognitive lab	16	12	6	-
Iftah Yovel	Personality Cognition and Psychopathology Lab	6	5	5	none
Shir Atzil	Bonding Neuroscience Lab	6	10	4	NA
Jonathan Huppert	Lab for the treatment and study of anxiety	14	10	8	EEG
Ilan Yaniv	Judgment / decision making lab	4	7	7	none

Please provide information about the research activities of faculty members, including publications; H-Index per senior tenured faculty member; activities in research centers or other academic bodies and institutions; awards and prizes) from the last 3 years

Table 16 - Research Activities - last 3 years					
Name of Faculty Member, Rank	Fields of Research/ Specialization		(שם מאמר מלא) :Name of Publication		
Merav Ahissar, Full Professor	Perceptual learning, anchoring dyslexia, action, new language acquisition, attention deficit, learning disability, musical abilities	1	 Neurophysiological mechanisms of cortical plasticity impairments in schizophrenia and modulation by the NMDA receptor agonist D-serine Dyslexics' usage of visual priors is impaired Shorter neural adaptation to sounds accounts for dyslexics' abnormal perceptual and reading dynamics. 		
		2	 A Computational Model of Dyslexics' Perceptual Difficulties as Impaired Inference of Sound Statistics Neurophysiological Mechanisms of Cortical Learning Plasticity Impairments in Schizophrenia and Modulation by the N-Methyl-D-Aspartate Type Glutamate Receptor Agonist D-Serine Auditory stimulus processing and task learning are adequate in dyslexia, but benefits from regularities Are reduced Dyslexics' faster decay of implicit memory for sounds and words is 		
		3	 Dyslexics' Statistical Inference is Impaired Due to Fast Decay of Implicit Memory Poor sensitivity to sound statistics impairs the acquisition of speech categories in dyslexia Shorter cortical adaptation in dyslexia is broadly distributed in the superior temporal lobe and includes the primary auditory cortex 		

Inbal Arnon, Associate Professor	Psycholinguistics, First language acquisition, Learning theory, Differences between first and second language learning, Cognitive Science	1	1. The effect of literacy on L2 segmentation
		2	 Digging up the building blocks of language: Age-of-Acquisition effects for multiword phrases The role of multiword building blocks in explaining L1-L2 differences Minding the gaps: literacy enhances lexical segmentation in children learning to read The developmental trajectory of children's auditory and visual statistical learning abilities: modality-based differences in the effect of age. Developmental differences between children and adults in the use of visual cues for segmentation SES effects on the use of variation sets in child-directed speech
		3	
	Emotion perception, Affective Neuropsychology, Social Neuroscience	1	 Beyond pleasure and pain: Facial expression ambiguity in adults and children during intense situations. Contributions of Facial Expressions and Body Language to the Rapid Perception of Dynamic Emotions.
Hillel Aviezer, Associate Professor		2	 Temporal integration of bodies and faces: united we stand, divided we fall? The inherently contextualized nature of facial emotion perception. Gently does it: Humans outperform a software classifier in recognizing subtle, nonstereotypical facial expressions. Inherently Ambiguous: An argument for contextualized emotion perception. Is fear in your head? A comparison of instructed and real-life expressions of emotion in the face and body. Are you looking at me? Mu suppression modulation by facial expression direction.
		3	 When emotions run high: A critical role for context in the unfolding of dynamic, real-life facial affect. Perceiving emotionally incongruent cues from faces and bodies: Older adults get the whole picture. The contribution of facial dynamics to subtle expression recognition in typical viewers and developmental visual agnosia.

Leon Deouell, Full ProfessorThe interface between conscious and non-conscious perception, roles of attention and spatialSignals in the Absence of Functional Interaction between Neural Sources. 2. Human Intracranial recordings links suppression from on-beat times of a distracting rhythm. 4. The Temporal Dynamics of Scene Processing: A Multifaceted EEG Investigation.115. Hierarchy of prediction errors for auditory events in human temporal and frontal cortex. 6. Introduction to the special issue on functional selectivity in perceptual and coopling in early visual cortex. (Commentary on Lowet et al.) 9. The Alternative Omen Effect: Illusory negative correlation between the outcomes of choice options.211. Dance to the rhythm, cautiously: isolating unique indicators of oscillatory entrainment. 2. Increasing suppression of saccade-related transients along the human visual hierarchy. 3. Auditory-visual integration modulates location-specific repetition suppression of auditory responses. 4. Persistent neural activity encoding real-time presence of visual stimuli decays along the ventral stream. 5. Neural Mechanisms of Religned transients along the human visual hierarchy. 3. Auditory-visual integration modulates location-specific repetition suppression of auditory responses. 4. Persistent neural activity encoding real-time presence of visual stimuli decays along the ventral stream. 5. Neural Mechanisms of Rhythm-based Temporal Prediction: Delta Phase- locking Reflects Temporal Prediction Revisited.21. Integration despite Fractionation: Continuous Flash Suppression. 2. Alternative outcomes create biased expectations regarding the received outcome: evidence from event-related potentials.				1. Non-Sinusoidal Activity Can Produce Cross-Frequency Coupling in Cortical
Leon Deouell, Full ProfessorThe interface between conscious and non-conscious perceptial on a spatial regressention and spatial12. Human Intracranial recordings link suppressed transients rather than "filling-in' to perceptual continuity across blinks. 3. When synchronizing to rohythms is not a good thing: Modulations of preparatory and post-target neural activity when shifting attention away from on-beat times of a distracting rhythm. 4. The Temporal Dynamics of Scene Processing: A Multifaceted EEG Investigation.115. Hierarchy of prediction errors for auditory events in human temporal and frontal cortex. 6. Introduction to the special issue on functional selectivity in perceptual and cognitive systems - a tribute to Shlomo Bentin (1946-2012). 7. Extracting duration information in a picture category decoding task using hidden Markov Models. 8. Microsaccades mediate a bottom-up mechanism for cross frequency coupling in early visual cortex. (Commentary on Lowet et al.) 9. The Alternative Omen Effect: Illusory negative correlation between the outcomes of choice options.21. Dance to the rhythm, cautiously: isolating unique indicators of oscillatory entrainment. 2. Increasing suppression of saccade-related transients along the human visual hierarchy. 3. Auditory-visual integration modulates location-specific repetition suppression of auditory responses. 4. Persistent neural activity encoding real-time presence of visual stimuli decays along the ventral stream. 5. Neural Mechanisms of Rhythm-based Temporal Prediction: Delta Phase- locking Reflects Temporal Predictability but not Rhythmic Entrainment. 6. Hierarchies of Attention and Experimental Designs: Effects of Spatial and Intermodal Attention Revisited.31. Integration despite Fractionation: Continuous F				Signals in the Absence of Functional Interaction between Neural Sources.
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			3	outcome: evidence from event-related potentials.
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Ram Frost, Full Professor	cognitive processes involved in visual word recognition and statistical learning	1	 Splitting the variance of statistical learning performance; A parametric investigation of exposure duration and transitional probabilities. Measuring individual differences in statistical learning: Current pitfalls and possible solutions.
		2	 The long road of statistical learning: past, present, and future. Towards a theory of individual differences in statistical learning. Cross-modal noise compensation in audiovisual words. Redefining learning in statistical learning: What does online tracking reveal about the learning of quasi regularities.
		3	 Is the Hebb repetition task a reliable measure of individual differences in sequence learning? Neurobiological signatures of L2 proficiency: Evidence from a bi- directional cross-linguistic study. Linguistic entrenchment: Prior knowledge impacts statistical learning performance. What determines visual statistical learning performance? Insights from information theory.
Ran Hassin, Full Professor	Unconscious processes, consciousness, high level cognition, motivation and emotion	1	 Social Task Switching: on the automatic social engagement of executive functions. Enhanced discriminability for nonbiological motion violating the two- thirds power law. Self-regulation via neural simulation. Statistical Learning Shapes Face Evaluation.
		2	 The inherently contextualized nature of facial emotion perception. Definitely maybe: can unconscious processes perform the same functions as conscious processes? (a reply to Hesselman & Moors). The determinants of consciousness of human faces: A data driven approach.
		3	 When emotions run high: A critical role for context in the unfolding of dynamic, real life facial affect. Implicit Motivation Makes the Brain Grow Younger: Improving Executive Functions of Older Adults. Integration despite Fractionation: Non-conscious processing. Non-conscious speed, a robust human trait.

		1	 Emotional Reactions to Facial Expressions in Social Anxiety: A Meta- Analysis of Self-Reports. Validation of the Penn Inventory of Scrupulosity (PIOS) in scrupulous and nonscrupulous patients: Revision of factor structure and psychometrics. Does cognitive reappraisal reduce anxiety? A daily diary study of a micro- intervention with individuals with high social anxiety. Self-acceptance of negative emotions: The positive relationship with effective cognitive reappraisal. Unreliability as a Threat to Understanding Psychopathology: The Cautionary Tale of Attentional Bias. How important is the therapeutic alliance in treating obsessive compulsive
			disorder with exposure and response prevention? An empirical report.
	Internet based CBT.	2	 Obsessive-compulsive disorder has a reduced placebo (and antidepressant) response compared to other anxiety disorders: A meta- analysis. Religion, moral thought-action fusion, and obsessive-compulsive features in Israeli Muslims and Jews.
Jonthan Huppert, Full Professor	Internet based CBT, anxiety disorders, obsessive- compulsive disorder	3	 in Israeli Muslims and Jews. Attention and Interpretation Bias Modification Training for Social Anxiety: A Randomized Clinical Trial of Efficacy and Synergy. What Matters More? Common or Specific Factors in Cognitive Behavioral Therapy for OCD: Therapeutic Alliance and Expectations as Predictors of Treatment Outcome. Are individuals diagnosed with social anxiety disorder successful in regulating their emotions? A mixed-method investigation using self-report, subjective, and event-related potentials measures. When our Train of Thought Goes Off Track: The Different Facets of Out-of- Context Thoughts in Obsessive Compulsive Disorder Emotion regulation in social anxiety: A systematic investigation and metaanalysis using self-report, subjective, and event-related potentials measures. Improvement in adult anxious and avoidant attachment during cognitive behavioral therapy for panic disorder. Positive emotions and social anxiety: The unique role of authentic-pride in predicting social anxiety. Development and validation of a state-reappraisal inventory (SRI) Rigidly applied rules? Revisiting inflexibility in OCD using multilevel meta- analysis. Thoughts as Unexpected Intruders: Context, Obsessive Compulsive

Ariel Knafo- Noam, Full Professor	Development of pro-social behavior and empathy in the context of genetics and the family environment, the interaction between parenting and temperament, and the development of values in the contexts of culture and the family	1	 Oxytocin and vasopressin hormone genes in children's externalizing problems: A cognitive endophenotype approach. Value-differentiation and adolescent self-esteem among majority and minority Israelis. Values in middle childhood: Social and genetic contributions.
		2	 The role of personal values in children's costly sharing and non-costly giving. Identity exploration and commitment in early adolescence: Genetic and environmental contributions. Parental brain-derived neurotrophic factor genotype, child prosociality, and their interaction as predictors of parents' warmth.
		3	 Prosocial and Self-interested Intra-twin Pair Behavior in Monozygotic and Dizygotic Twins in the Early to Middle Childhood Transition. The early roots of compassion: From child care arrangements to dispositional compassion in adulthood. Genetic and environmental contributions to children's prosocial behavior: Brief review and new evidence from a reanalysis of experimental twin data. Predicting the use of corporal punishment: Child aggression, parent religiosity, and the BDNF gene.
Anat Maril, Associate Professor	Awareness-to- memory, developmental aspects of memory	1	 Distinct Neural Suppression and Encoding effects for Conceptual Novelty and Familiarity. The effect of an action's "age of acquisition" on action sentence processing.
		2	 I Just Know this person: recollection and familiarity in semantic and episodic memory. The role of experimental proportions in the novelty mnemonic effect: the prior knowledge perspective.
		3	That's My Truth: Evidence for Involuntary Opinion Confirmation.

			1. The road to heaven is paved with effort: Perceived effort amplifies moral
			juagment.
			2. Yes I can: Self-efficacy beliefs promote successful emotion regulation.
		1	Desired emotions across cultures: A value-based account.
			 What we want is what we get: Group-based emotional preferences and conflict resolution
		-	5. Why do people regulate their emotions? A taxonomy of motives in
			emotion regulation
			6 Self-accentance of negative emotions: The positive relationship with
			effective cognitive reannraisal
			7 God rest our bearts: Religiosity and cognitive reappraisal
			1 Desired emotional states. Their nature, sources, and implications for
			1. Desired emotional states: Their nature, causes, and implications for
			emotion regulation.
			2. Less is more in emotion regulation: The availability of regulation options
			impairs efficacy.
			3. The secret to happiness: Feeling good or feeling right?
			4. What you like is what you try to get: Attitudes toward emotions and
		2	situation selection.
			5. Instrumental motives in negative emotion regulation in daily life:
			Frequency, consistency, and predictors.
			6.Successful emotion regulation requires both conviction and skill: Beliefs
			about the controllability of emotions, reappraisal, and regulation success.
			7. Motivated Emotion Regulation: Principles, Lessons, and Implications of a
			Motivational Analysis of Emotion Regulation.
Maya Tamir, Full	Emotions, Emotion		
Professor	Regulation		1. Motivations to experience happiness and sadness in depression: Temporal
			stability and implications for coping with stress.
			Do the ends dictate the means in emotion regulation?
			3. Evaluations of emotions: Distinguishing between affective, behavioral and
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		3	 Evaluations of emotions: Distinguishing between affective, behavioral and cognitive components. Emotions and the big picture: The effects of construal level on emotional preferences. Are liberals and conservatives equally motivated to feel empathy toward others? Motivated emotion and the rally around the flag effect: Liberals are motivated to feel collective angst (like Conservatives) when faced with existential threat. The cue-approach task as a general mechanism for long-term nonreinforced behavioral change. Scientific Reports. Always look on the bright side of life: Religiosity, emotion regulation and well-being in a Jewish and a Christian Sample. Positive and Negative Emotion Regulation Goals in Psychopathology. To appear in Gruber, J. (Ed.). When we want them to fear us: the motivation to influence outgroup emotions in collective action. Group Processes and Intergroup relations. Beliefs about emotion: Implications for avoidance-based emotion regulation and psychological health. Commentary on Jamieson, Hangen, Lee and Yaeager: What Should We Regulate to Promote Adaptive Functioning and How?
		3	 Evaluations of emotions: Distinguishing between affective, behavioral and cognitive components. Emotions and the big picture: The effects of construal level on emotional preferences. Are liberals and conservatives equally motivated to feel empathy toward others? Motivated emotion and the rally around the flag effect: Liberals are motivated to feel collective angst (like Conservatives) when faced with existential threat. The cue-approach task as a general mechanism for long-term nonreinforced behavioral change. Scientific Reports. Always look on the bright side of life: Religiosity, emotion regulation and well-being in a Jewish and a Christian Sample. Positive and Negative Emotion Regulation Goals in Psychopathology. To appear in Gruber, J. (Ed.). When we want them to fear us: the motivation to influence outgroup emotions in collective action. Group Processes and Intergroup relations. Beliefs about emotion: Implications for avoidance-based emotion regulation and psychological health. Commentary on Jamieson, Hangen, Lee and Yaeager: What Should We Regulate to Promote Adaptive Functioning and How? Real-time measurement of tourists' objective and subjective emotions in collective emotions in collective functioning and How?

	Cognitive, emotional and social processes of judgment and decision making; Negotiations; Fairness and social preferences	1	1. ADHD-associated risk taking is linked to excessive views of the benefits of positive outcomes.
		2	
Ilan Yaniv, Full Professor		3	 The wisdom of crowds in matters of taste. Advice-giving under conflict of interest: Context enhances self-serving behavior. Reaping a benefit at the expense of others: How so decision-makers aggregate social costs? Validation of the Adult Risk-Taking Inventory.
Nurit Yirmiya, Full Professor	development of premature infants, influence of pre and post partum factors on the development of autism	1	 The Mullen scales of early learning: ceiling effects among preschool children. Stability of early risk assessment for ASD in preterm infants. Attitudes of the autism community to early autism research. Paternal HLA-C and maternal killer-cell immunoglobulin-like receptor genotypes in the development of autism. The oxytocin-CD38-vitamin A axis in pregnant women involves both hypothalamic and placental regulation. Non-ASD outcomes at 36 months in siblings at familial risk for autism spectrum disorder (ASD): A baby siblings research consortium (BSRC) study.
		2	 Maternal Resolution with Preterm Birth from 1 to 18 months. Social Impairments among Children Perinatally Exposed to Oxytocin and Oxytocin Receptor Antagonist.
		3	1. Early Developmental Trajectories of Preterm Infants.
	Implications of immune-to-brain communication for psychiatric and neurological conditions, the role of inflammatory processes in the brain in normal brain functioning	1	 The hippocampal transcriptomic signature of stress resilience in mice with microglial fractalkine receptor (CX3CR1) deficiency. Microglia, physiology and behavior: A brief commentary.
Paz Virmiya Eull		2	 The role of microglia and their CX3CR1 signaling in adult neurogenesis in the olfactory bulb.
Raz Yirmiya, Full Professor		3	
	Cognitive behavior therapy, Acceptance and Commitment Therapy (ACT), methods of coping with negative cognitions, obsessive compulsive disorder, anxiety disorders, depression	1	 Pushed by symptoms, pulled by values: Promotion goals increase motivation in therapeutic tasks.
lftach Yovel, Senior Lecturer		2	 Measuring regulation in the here and now: The development and validation of the state emotion regulation inventory (SERI). Explicit and implicit shame aversion predict symptoms of avoidant and borderline personality disorders. Now you have my attention: Empathic accuracy pathways in couples and the role of conflict.
		3	1. Predictors and Moderators of Cognitive and Behavioral Therapy Outcomes for OCD: A Patient-Level Mega-Analysis of Eight Sites.

Name of Faculty Member, Rank	Published In: (name of journal / publishing house)
Merav Ahissar, Full Professor	1. Brain 139 2. Journal of vision
	3. bioRxiv 1. Computational Models of Brain and Behavior. 2. Biological Psychiatry
	3. Journal of Speech, Language, and Hearing Research. 4. Elife 6.
	 Biological Psychiatry. Language, Cognition and Neuroscience. eLife 7.
	4. Reading and Dyslexia. 1. Applied Psycholinguistics
Inbal Arnon, Associate Professor	 Journal of Memory and Language Topics in Cognitive Science Journal of Child Language Developmental Science Cognitive Science Journal of Child Language
	1. Emotion. 2. Cognition and Emotion
Hillel Aviezer, Associate Professor	 1. Visual Cognition 2. Current Opinion in Psychology 3. Emotion 4. The Psychology of Facial Expressions. Oxford University Press. 5. Emotion 6. Cognitive Affective and Behavioral Neuroscience.
	1. Emotion. 2. Psychology and Aging 3. Neuropsychologia
	1. Plos One. 2. eLife. 3. Journal of Neuroscience. 4. eNeuro. 5. Proceedings of the National Academy of Science. 6. Neuropsychologia. 7. J Neural Eng. 8. European Journal of Neuroscience.
Leon Deouell, Full Professor	9.Cognition.
Tui Floressoi	1. PLOS Biology 2. eLife 3. Psychophysiology 4. Neuroimage 5. PLOS Biology. 6. Journal of Cognitive Neuroscience
	1. Trends in Cognitive Sciences 2. Neuropsychologia

Ram Frost, Full Professor	 Psychonomic Bulletin & Review. Behavioural Research Methods.
	 Philosophical Transactions of the Royal Society: Biology. Philosophical Transactions of the Royal Society: Biology. Scientific Reports. Cognitive Science.
	 Quarterly Journal of Experimental Psychology. Journal of Neurolinguistics. Cognition. Under review.
	 Cognition. Journal of Vision. Proceedings of the National Academy of Sciences. Nature Human Behaviour.
Ran Hassin, Full Professor	 Current Opinions in Psychology. Frontiers in Psychology. Nature: Human Behavior.
	1. Emotion 2. Consciousness and Cognition 3. Trends in Cognitive Sciences. 4. Under review
	 Emotion Review. Psychological Assessment. Journal of Consulting and Clinical Psychology. International Journal of Cognitive Therapy. Journal of Abnormal Psychology. Clinical Neuropsychiatry.
	 Journal of Affective Disorders. Mental Health, Religion & Culture.
Jonthan Huppert, Full Professor	 Journal of Behaviour Therapy and Experimental Psychiatry, 59, 19-30. Behaviour Research and Therapy, 105 (1), 43-51 Journal of Affective Disorders, 236, 298-305. Journal of Obsessive Compulsive and Related Disorders, 18, 31-39 Cognition and Emotion Psychotherapy Research. Cognitive Therapy and Research Psychological Assessment Clinical Psychological Science Clinical Psychological Science Clinical Psychological Science

	 Hormones and Behavior. Journal of Moral Education. Social Development.
Ariel Knafo- Noam, Full Professor	 Journal of Experimental Child Psychology. Developmental Psychology. Brain and Behavior.
	 Developmental Science. Personality and Individual Differences. Current Opinion in Psychology. Aggresive Behavior, 44, 165-175.
	1. Journal of Cognitive Neuroscience. 2.NeuroImage.
Anat Maril, Associate Professor	1. Brain Research. 2. Cognitive Science.
	Social Psychological and Personality Science.
	 Journal of Experimental Psychology: General. Cognition and Emotion. Journal of Personality and Social Psychology. Journal of Personality and Social Psychology. Personality and Social Psychology Review. International Journal of Cognitive Therapy.
Maya Tamir, Full Professor	6. Cognition and Emotion. 7. Advances in Motivation Science. 1. Clinical Psychological Science. 2. Journal of Experimental Psychology: General. 3. Personality and Individual Differences. 4. Journal of Experimental Social Psychology. 5. Personality and Social Psychology.
	 6. Cognition and Emotion. 7. Scientific Reports. 8. Journal of Happiness Studies. 9. Oxford Handbook of Positive Emotion and Psychopathology. Oxford University Press. 10. Group Processes and Intergroup relations. 11. Cognition and Emotion. 12. Emotion Review. 13. Journal of Travel Research. 14. Emotion. 15. Emotion.

	1. Scientific Reports.
llan Yaniv, Full Professor	
	1. Management Science, 64, 1779-1803. doi.org/10.1287/mnsc.2016.2660
	2. Under review.
	3. Under review.
	4. Discussion paper.
	5. Discussion paper.
	1. European Journal of Developmental Psychology.
	2. Autism, 20.
	3. Autism.
	4. Frontiers in Pediatrics.
Nurit Virmiyo	5. The Journal of Maternal-Fetal & Neonatal Medicine.
Full Professor	6. Autism Research.
Full Professor	
	1. Attachment and Human Development.
	2. Early Human Development.
	Research in Developmental Disabilities.
	1. Brain Behavior and Immunity.
Raz Yirmiya, Full	2. Brain Behavior and Immunity.
Professor	1. ELife, 2017.
	Behavior Therapy.
	1. Psychological Assessment.
Iftach Yovel,	2. Journal of Research in Personality.
Senior Lecturer	3. Emotion.
	1. Behavior Therapy

Name of Faculty Member, Rank	H-Index*	Bodies (researc h facilities / centers/ institutio ns / labs) the faculty member is active at, in the last 3 years	Other (special positions, honors, prizes, etc)
Meray Ahissar	37		
Full Professor			
Inbal Arnon,	19		<u> </u>
Associate		2	2
FIDIESSO	12		
Associate	15		
Professor			ADS rising star
Leon Deouell, Full Professor	32	The Hebrew University , Max Planck Institute for Empirical Aesthetic s	
Ram Frost, Full	48		
Professor		4	
Ran Hassin, Full Professor	30	psych, rationality center	President of the International Social Cognition Network; APS member; Adjunct Scientist, Columbia University
Jonthan Huppert, Full Professor	45	My lab: Lab for the Treatmen t and Study of Anxiety	Society for Science of Clinical Psychology Mentor Award 2017

Ariel Knafo- Noam, Full Professor	40	Center for the Study of Rationalit y, Israel Young Academy, Mandel School of Humaniti es	2016: Nannerl O. Keohane Distinguished Visiting Professorship, University of North Carolina at Chapel Hill and Duke University. 2015: Michael Bruno Award for Scientific Excellence. Yad Hanadiv (Rothschild Foundation).
			2018: BHP Billiton Visiting Professor Award, University of Western Australia
Anat Maril,	19		
Associate			
Professor			
Maya Tamir, Full	35	2	2
Professor			
		Max	
llan Yaniv, Full Professor	25	Planck Institute Berlin, Federman n Center for the Study of Rationalit y-HUJI	
	40		Chief Crientist Ministry of Crience, Technology on 10
Nurit Yirmiya, Full Professor	48	3	Chief Scientist, Ministry of Science, Technology and Space. Chairperson Israel Council for the Advancement of Women in Science and Technology.
			Co-Chair of the GIF
Raz Yirmiya, Full Professor	59		
	20		
lftach Yovel,	20		
Senior Lecturer			

Name of Faculty Member, Rank	Number of Research Students (students that take an active part in the research, not subjects of your research)
Merav Ahissar, Full Professor	
Inbal Arnon, Associate Professor	21
Hillel Aviezer, Associate Professor	15
Leon Deouell, Full Professor	21
Ram Frost, Full Professor	9
Ran Hassin, Full Professor	29
Jonthan Huppert, Full Professor	34
Ariel Knafo- Noam, Full Professor	49
Anat Maril, Associate Professor	23
Maya Tamir, Full Professor	48
llan Yaniv, Full Professor	20
Nurit Yirmiya, Full Professor	35
Raz Yirmiya, Full Professor	28
lftach Yovel, Senior Lecturer	39




5.7. Infrastructure

5.7.1. List the campuses on which the study program is taught. If the study program is offered on more than one campus, is the study program identical on all campuses? What measures are taken to ensure this?

The program is taught on the Mount Scopus Campus. Some of the elective courses offered in the undergraduate program take place in the Safra campus.

5.7.2. Specify the department's physical location in the institution (building/s). List any other departments that share the building/s.

The Department of Psychology is located on the Mount Scopus campus, in Wings 5, 6, and 7 of the Faculty of Social Sciences Building, on the ground, 1st, 2nd, 3rd, 4th, and 5th floors. The department of sociology and anthropology share the 3rd floor in wing 5; the Department of Geography shares the 1st floor of wing 6; and lastly, the program for International Development shares the 5th floor in wing 7. The main offices of the Faculty of Social Sciences are located on the 2nd and 3rd floors of Wing 7 of the Social Sciences faculty building. The Department of Psychology's main offices are in Wing 6 of the same building, rooms 2617-2620.

5.7.3. List the physical infrastructure that serves the department. Refer to classrooms, computerization, administrative and academic faculty offices; to what extent does this infrastructure enable the department to operate according to the defined aims and goals?

The academic staff has 34 individual offices, some of which are located inside their respective labs, but most of which are outside of the lab, sometimes on a different floor and/or wing. The administrative staff has six rooms, most of which are on the same floor and wing and close in proximity to one another.

A couple of months ago we finished building 11 new laboratories and we now have 24 active labs. We are about to build three new labs for newly recruited staff. The newly recruited staff is currently using old labs until the building of their new lab is completed. During the renovation, the old labs will be merged and rebuilt. The department has three seminar rooms and one library belonging to the Freud Center. One room hosts the Scheinfeld Center for behavioral genetics.

The main office has 5 rooms, one for the chairperson, three for administrative purposes, and one for students' affairs. There is one common photocopy machine. An additional room serves for storing audio-visual equipment, such as teaching aids, DVDs, VCRs, TVs, and overhead projectors. There are two storage rooms next to the main office. The offices of the academic staff are equipped with computers connected to the University internet system. Support for problems with software (such as MS Office and Windows) is given by the electronic technician of the department, and in some cases by the computer support of the faculty.

The classrooms are joint ventures to all of the departments in the faculty and are assigned to courses according to their schedule and number of students registered to each course. The faculty has 45 classrooms. Lecture halls (for 100-350 students) are all equipped with audiovisual equipment. All classrooms contain electric outlets for students with laptops. The campus is equipped with a wireless connection.

5.7.4. List the laboratories that serve the department (users, equipment, and number of seats).

We have 24 labs of faculty members and one public departmental lab. For equipment, users, and number of seats, as well as a complete list of labs used by the department, see the list in the table in section 5.6.

5.7.5. List special equipment and other relevant materials to this section.

For all relevant material, see above table in section 5.6.

5.7.6. Describe the library including computerized databases which serve the students, and teaching staff of the study program.

The library's five-story building is located in the center of the Mt. Scopus campus, situated between the buildings of the Faculties of Humanities and Social Sciences. The upper four floors offer a variety of seating for about 2,000 patrons. Workplaces with and without computers are integrated into the study areas. The Library's book collections (open shelves) are situated in the reading rooms on the second, fourth and fifth floors, divided into the various fields of study according to the Library of Congress classification system. Areas for quiet study remain throughout the library reading rooms. On the second floor, there is a modern Media Department (music, audio, and video collections) equipped with multimedia and viewing stations, and four classrooms.

The library has wireless internet as well as a large number of electrical outlets, and more than 150 computer workstations with various programs, such as bibliographic reference tools, Microsoft Office programs, and other utilities. By logging in with a personal identification code, a Hebrew University community member has access to all subscribed or purchased electronic resources, such as databases, e-books, e-journals, music, and videos. Online collections are also available via remote services. Printing services are available from all computers, mobile device, and laptops. Photocopying and scanning services also provided throughout the library.

The Psychology Collection:

The printed books are located on the second floor and their call number designation is BF. The collection consists of approximately 10,000 books. The printed journals are also located on the second floor and arranged alphabetically. In addition, the library has access to electronic materials by subscriptions or aggregators, such as: E-books, E-journals, databases (see appendix), videos, theses, etc.

All this material can be found and accessed through the library's catalog.

Collection development is a joint effort of librarians and faculty members. Communication between the library and the faculty is maintained by the subject-specialist librarians. There are subject specialists for each area of study covered by the library. Requests for orders (for curriculum and research) are classified into categories according to their importance. Title selections are made from required reading lists, faculty members' recommendations, publishers' catalogs, professional publications, and online resources. On average, an approximate number of 10,000 to 15,000 titles are added annually to the Library catalog. Materials that are not available in our collection may be obtained from other Israeli libraries, as well as from abroad, by inter-library loan services.

Electronic Resources

The library homepage (<u>www.mslib.huji.ac.il</u>) is updated on a daily basis, and includes information about the library services, resources, staff, and activities. The homepage is available in both English and Hebrew.

Appendix - list of databases (relevant to psychology)

The following list includes packages of books, journals and databases in the fields of social sciences, medicine and general:

Access medicine	Informa healthcare- IAP
AMA journals	ISI Web of Science
Annual Reviews	JOVE (Journal of Visualized Experiments)
APA databases	LWW
Biomedical and life sciences	Magnes ebooks
BioScientifica package	Medicines Complete
BIOSIS	Proquest Central
Book series: Life sciences	Psychiatry Database (online)
Book series: Psychology - Elsevier	Sage Premier
Book series: Social sciences	Sage Video collection: Counseling & Psychotherapy
British Medical Journals	Sage Video collection: research methods
Cochrane	Social work abstracts
CogNet	SocIndex with full text
Dissertations and theses	Springer Nature
EBSCO ebook academic collection	Taylor and Francis Science and Technology
ECCO	collection package
Elsevier journals	Taylor and Francis SSH
Embase	Wiley-Blackwell journals
Emerald Premier package	JSTOR biological sciences
Health and psychosocial instruments – HAPI	Karger journals
IHP (מפתח חיפה)	Lexis Nexis

5.7.7. National Infrastructure:

5.7.7.1. Is there a need for facilities that can serve the evaluated field on a national level, such as unique labs, research centers, libraries etc.? If so, specify the need and the added value for their development on a national level.

Not available yet

5.7.7.2. Operating national infrastructures: how accessible are the services (prices, enrolment, usage, etc.)?

Not available yet

5.7.8. In summary, what are the points of strength and weakness of the issues specified in this chapter?

Overall, the university provides good resources in terms of library, electronic resources, classrooms, etc. As of June 2018, there is an addition of the new, 5th floor to the department, which includes 11 labs, each approximately 70 Sq meters and 11 offices of approximately 10 sq meters, a new seminar room, and a kitchen area. This has been a significant upgrade to the department infrastructure in terms of both research facilities and teaching. There are still some areas of the pre-existing department space that need upgrading

to meet the new standard created with the new floor. The building of new labs for 3 new hires and also upcoming hires will facilitate much of the needed upgrade. Space for planned new faculty still needs to be determined to ensure that there are not issues with recruitment.

One of the main weaknesses of infrastructure is a well-known issue at the university: the multiple campuses. This touches psychology in particular in that the new neuroscience building is on the Safra campus, cognitive science is in the humanities, and one part of neurobiology is on the medical campus in Ein Kerem. The Jerusalem Brain Community attempts to create an overall infrastructure for all of these areas, but it cannot make up for all of these being on the same campus.

5.8. Ultra-Orthodox Study Program

Please answer this chapter if you offer a study program for the Ultra-Orthodox population.

Regarding the graduate program: for the past 5 years (since 2013/2014) the department of psychology runs a special program for Haredi students in the clinical (child and adult) and applied neuropsychology areas. Each year at least 5 Haredi Student start their Master's Degree in Psychology. Most of the applicants don't meet the regular admissions requirements, so the department lowers the requirements for these students. In 2018/2019 a similar program will be run for Arab students.

As part of this special graduate program for Haredi and Arab students (that were created due to the severe shortage of Haredi and Arab psychologists), each graduate student receives a monthly scholarship in the amount of 2,000 NIS as well as scholarships to assist them in submitting their master's thesis on time.

The program includes 40 hours of mentoring for each student every year, as well as a designated workshop once every two weeks where the students are able to raise and process conflicts that may occur between their "Haredi" identity and their developing identity as therapists. In addition to the workshop, they take part in a special course - Treatment in the Charedi Community – a course created with the goal of providing the student with a complex look at issues of treatment of mental health issues within the Haredi community. An additional goal is to have each student be able to take both an outsider's and an insider's perspective when considering these issues and for the student to be able to describe the conflicts that exist for the patient and from where they derive.

5.8.1. Overview

5.8.1.1. Describe the study program: name; date of accreditation and opening; location; the connection between it and the regular program.

The Master's program for Haredi students began in 2013 due to a lack of practicing professionals (clinical, school, and neuropsychologists) in the Haredi community. The Haredi training program is geared toward men and women from the Haredi sector who were educated in the Haredi educational system in Israel and who earned their Bachelor's in psychology by an academic institution that is recognized by the Council for Higher Education. All three tracks in our program (Clinical Psychology of the Adult, Clinical and Educational Psychology of the Child, and the Clinical Neuropsychology Program) participate in the Haredi training program.

Students who are accepted into their Master's studies join the regular educational program of the degree with both academic and financial aid that meets the needs of each student in the program (with the exception of an additional course specialized for the discussion of topics relevant to members of the Haredi sector). Due to the nature of this unique training program, the number of students admitted to it is limited.

5.8.1.2. List the program's academic and administrative staff (position, name, title).Head of the Haredi Study Program Prof. Jonathan Huppert

Advisor Mrs. Dina Zaleznik, Ph.D. Student

Haredi Supervision Group Coordinator for First and Second Year Students Mr. Eitan Calfa

Every year, several advisors (mentors) are selected to assist the students in their respective study program for 40 hours. In 2017 doctoral students in the program filled this role: Asher Strauss, Tal Ganor, Assaf Cohen, Jan Sardeza, and Louisa Twito.

5.8.1.3. Describe the modifications made in the regular program to adapt it to the Ultra-Orthodox population (e.g. preparatory pre-academic program, faculty, location, tutoring, training for faculty, etc.). Specify the challenges of ensuring that the programs correspond.

Two additional courses are required (a total of 6 credits throughout the degree) of students in the Haredi study program in addition to the requirements of the regular study program in all three tracks mentioned in 5.8.1.1. *Treatment in the Haredi Community* is a course that is offered once every other year and is open for students in their first or second year. The second course is offered in both the students' first and second years of study. The course takes place every other week and is a supervision workshop intended to provide students with

a space where they can bring up conflicts and dilemmas that may arise between their Haredi identity and their budding identity as a clinician.

5.8.2. The Study Program

5.8.2.1. Specify the differences (if exist) in the structure and content of the study program compared to the regular program (Number of semesters, courses/credits required, offered elective courses, different parent unit or supervision? etc.).

The study program for students from the Haredi sector consists of 6 additional course credits on top of the regular academic requirements of each track (2 course credits for *Treatment in the Haredi Community* and 4 credits for the student workshop that is taken for the duration of the degree).

5.8.2.2. Describe the rationale for the differences, and the mechanisms to ensure the study programs correspond.

The only difference between the Faculty of the regular tracks and the faculty in the Haredi study program is the addition of a few faculty members. The rest of the faculty that teach the students teach in the regular track also teach students in the Haredi study program. Students in the Haredi study program are integrated into the regular tracks and study in the same classes as students admitted through the regular admission channels. All students study with the same professors, of both genders, and all students receive identical degrees in the end.

5.8.3 Faculty

Is the faculty in the "Mahar" program different from that in the regular program? Indicate any constraints related to choosing the teaching staff in the program (Gender, sector, academic degrees, etc.), and their implications.

Not applicable

5.8.4. Students

5.8.4.1. List the student support services (academic, personal, financial, and placement). If they differ from the services given at the regular program, please explain.

Students in the program are eligible for a stipend of 2,000 NIS/month for each of their years of study. In addition, students receive scholarships to encourage them to write their thesis and submit it on time. Furthermore, each student is eligible for 40 hours of mentorship/year. Mentorship is given by doctoral students in the psychology department that

serve as mentors to the Haredi students and assist them with difficulties that can arise during their studies.

5.8.4.2. Specify the reasons for dropout and measures taken to address it.

As it currently stands, only one student has dropped out of the program for personal reasons.

5.8.4.3. How does the institution and/or the department maintain contact with alumni?

At the end of each academic year, we organize a large conference and invite all graduates of the program to the event. Our technical advisor keeps in touch with all alumni, as most often students will contact her when they are in need of assistance. Supporting Documents:

- Tables 17-18 (Excel appendix). N/A
- Table: alumni employment (work place, position, relation to study field) + progression to advanced degrees (field of study and degree level). N/A

5.8.5.Pre-Academic preparatory program

5.8.5.1. List the pre-academic preparatory study programs for the "Mahar" program. Please address admission and the graduation regulations and the curriculum.

Not Applicable

5.8.6. Learning Outcomes

5.8.6.1. Are the methods for evaluating the achievements of students in the study program similar to those of the regular program? If not, what are the differences and what are the reasons for it?

Not Applicable

5.8.6.2. Final project and/or a practical training: describe the requirements; guidance; evaluation; and grade distribution in the past 3 years (compared to the regular program). Please address the differences (if any exist) from the regular program.

Not Applicable

Supporting Documents:

• Histogram: distribution of the final grades of students in the study program over the last three years, compared with those of students in the regular program.

Not applicable

5.8.7. Infrastructure

5.8.7.1. Describe the overall physical infrastructure that serves the study program (as specified in clauses 5.7.3-5.7.6). Indicate any challenges caused by the physical separation from the main campus.

All infrastructure is overlapping with the rest of the psychology program.

5.8.8. Summary

5.8.8.1. List the similarities and differences between the "Mahar" study program and the regular program.

Not applicable

5.8.8.2. What are the strengths and weaknesses of the program? What actions are taken and planned to address them?

The main strengths of the program are that it has successfully been able to integrate Charedi students into applied MA programs by providing sufficient support (financial, academic) via VATAT. Students are highly motivated and tend to succeed. Some have continued on to their PhDs and many are current in applied internships. The main weaknesses are that we don't have a BA-supported program and that funding is dependent on annual renewal of VATAT. They are currently discussing the extension of the program for another 5 years.