

## **PUBLICATIONS**

Note: For joint publications, the order of the listed authors appears according to their relative contribution unless otherwise specified.

# = my student.

V = Vatat List (Israeli Council for Higher Education Ranking).

Five-year impact factor (IF) and ranking (R) are from Thomson Reuters' Journal Citation Reports 2014. SJR IF and R from SCImago Journal & Country Rank.

### **A. Ph.D. Dissertation**

**Title:** Creative Arts Therapies Students' Professional Development: Mixed Methods Longitudinal Research

**Date of submitting:** 2011

**Number of Pages:** 232

**Language:** English

**Name of Supervisor:** Professor Robyn Falum-Cruz

**University:** Lesley University, Cambridge, Massachusetts, USA

**Publications:** see publications D3, D5, D6, and D9.

### **B. Scientific Books (Refereed)**

None

### **C. Monographs**

None

### **D. Articles in Refereed Journals**

#### **Published**

1. **Orkibi, H.** (2008). Identifying psychodramatic elements and techniques in Goethe's "Lila". *The British Journal of Psychodrama and Sociodrama*, 23(2), 3-13.
2. **Orkibi, H.** (2010). The experience of acting: A synthesis of concepts and a clinical vignette. *Journal of Applied Arts and Health*, 1(2), 193-203.
3. **Orkibi, H.** (2010). Creative arts therapies students' professional identity and career

- commitment. *The Arts in Psychotherapy*, 37(3) 228-232. (IF = 0.696, R = 105/119 in Psychology, Clinical, Q4, V).
4. **Orkibi, H.** (2011). Using intermodal psychodrama to personalize drama students' experience: Two case illustrations. *Journal of Aesthetic Education*, 45 (2), 70-82. (V)
  5. **Orkibi, H.** (2012). Arts therapies students' scores in profession-related variables. *Body, Movement and Dance in Psychotherapy*, 7(2) 129-144.
  6. **Orkibi, H.** (2012). Students' artistic experience before and during graduate training. *The Arts in Psychotherapy*, 39(5), 428-435. (IF = 0.696, R = 105/119 in Psychology, Clinical, Q4, V).
- Orkibi, H.** (2012). A field-training model for creative arts therapies: Report from a 3-year program evaluation. *Art Therapy*, 29(4), 174-179. (SJR IF = 0.26, R = 159/250 in Psychology, Clinical, Q3).
7. **Orkibi, H.**, Ronen, T., Asoulin, N. (2013). The subjective well-being of Israeli adolescents attending specialized school classes. *Journal of Educational Psychology*, 106(2), 515-526. (IF = 5.305, R= 4/55 in Psychology, Educational, **Q1**, V).
  8. **Orkibi, H.** (2014). The applicability of a seminal professional development theory to creative arts therapies students. *Clinical Psychology & Psychotherapy*, 21(6), 508-518. (IF = 3.008, R = 29/119 in Psychology, Clinical, **Q2**, V).
  9. **Orkibi, H.** (2014). Psychometric properties of the short version of the Zimbardo Time Perspective Inventory. *Evaluation & the Health Professions*, 38(2), 219-245 (IF = 1.853, R = 23/71 in Health Policy & Services, **Q2**, V).
  10. Kerret, D., **Orkibi, H.**, & Ronen, T. (2014). Green perspective for a hopeful future: Explaining green schools' contribution to environmental subjective well-being. *Review of General Psychology*, 18(2), 82-88. (IF = 2.800, R = 60/129 in Psychology, Multidisciplinary, **Q2**, V). **(The authors contributed equally to this work).**
  11. **Orkibi, H.**, Bar, N.<sup>(#)</sup>, Eliakim, I. (2014). The effect of drama-based group therapy on aspects of mental illness stigma. *The Arts in Psychotherapy*, 41(5), 458-466. (IF = 0.696, R = 105/119 in Psychology, Clinical, Q4, V).
  12. Azoulay, B., & **Orkibi, H.** (2015). Four-phase CBN psychodrama model: A

manualized approach for practice and research. *The Arts in Psychotherapy* 42, 10-18 (IF = 0.696, R = 105/119 in Psychology, Clinical, Q4, V). **(The authors contributed equally to this work).**

13. **Orkibi, H.** (2015). Psychodrama in Israel with adolescents at-risk. *Zeitschrift für Psychodrama und Soziometrie*, pp. 1-5 [Journal of Psychodrama and Sociometry].
14. **Orkibi, H.**, Hamama, L., Gabriel-Fried, B., & Ronen, T. (2015). Pathways to adolescents' flourishing: Linking self-control skills and positivity ratio through social support. *Youth & Society*, pp. 1-23. (IF = 1.970, R = 5/41 in Social Issues, **Q1**, V).
15. **Orkibi, H.**, & Ronen, T. (2015). High self-control protects the link between social support and positivity ratio for students exposed to contextual risk. *Journal of School Psychology* 53(4), 283-293 (IF = 3.405, R = 11/55 in Psychology, Educational, **Q1**, V).
16. **Orkibi, H.** & Bar Nir, A.<sup>(#)</sup> (2015). Linking collective self-esteem to well-being indicators of arts therapies students and practitioners: Meaning and engagement as mediators. *The Arts in Psychotherapy*, 45, 26-35 (IF = 0.696, R = 105/119 in Psychology, Clinical, Q4, V).
17. **Orkibi, H.** & Brandt, I. Y.<sup>(#)</sup> (2015). How positivity links with job satisfaction: preliminary findings on the mediating role of work-life balance. *Europe's Journal of Psychology*, 11(3), 406-418. (SJR IF = 0.194, R = 163/221 in Psychology, miscellaneous, Q3).
18. Gabriel-Fried, B., Ronen T., Agbaria, Q., **Orkibi, H.**, and Hamama, L. (2015). The multiple facets of self-control in Arab adolescents: Parallel pathways to less physical aggression and more happiness. *Youth & Society*, 1-18. (IF = 1.970, R = 5/41 in Social Issues, **Q1**, V). **(The authors contributed equally to this work).**
19. Agbaria, Q., Hamama, L., **Orkibi, H.**, Gabriel-Fried, B., Ronen T. (2015). Multiple mediators for peer-directed aggression and happiness in Arab adolescents exposed to parent-child aggression. *Child Indicators Research*. 1-19. (IF = 1.269, R

- = 24/95 in Social Sciences, Interdisciplinary, **Q2**, V). (**The authors contributed equally to this work**)
20. \***Orkibi, H.** & Dafner, E.<sup>(#)</sup> (2016). Exposure to risk factors and the subjective wellbeing of adolescents: The mediating role of time perspective. *Child Indicators Research*, 9, 663–682. (IF = 1.269, R = 24/95 in Social Sciences, Interdisciplinary, **Q2**, V).
  21. \***Orkibi, H.** & Tuaf, H.<sup>(#)</sup> (2016). School engagement mediates differences in the subjective well-being of students studying in specialized vs. regular classes. *The Journal of Educational Research*. 30 pages. (IF = 1.307, R= 92/224 in Education & Educational Research, **Q1**, V).
  22. \* Kerret, D., Orkibi, H., & Ronen, T. (2016). Testing a model linking environmental hope and self-control with students' positive emotions and environmental behavior. *The Journal of Environmental Education*, 47(4), 307-317. (IF = 1.513, R = 152/224 in Education & Educational Research, **Q1**, V). (**The authors contributed equally to this work**)
  23. \*Hilbuch, A.<sup>(#)</sup>, Snir, S., Regev, D., **Orkibi, H.** (2016). The role of art materials in the transferential relationship: Art psychotherapists' perspective. *The Arts in Psychotherapy*, 49, 19-26. (IF = 0.696, R = 105/119 in Psychology, Clinical, Q3, V).
  24. \***Orkibi, H.** Highly artistic-social personalities buffer the effects of burnout on career commitment. *The Arts in Psychotherapy*, 50, 76-83 (IF = 0.696, R = 105/119 in Psychology, Clinical, Q3, V).
  25. \*Shahar, K., Ronen, T., Rosenbaum, M., **Orkibi, H.**, Hamama, L. (2016). Reducing child aggression through sports intervention: The role of self-control skills and emotions. *Children and Youth Services Review*, 71, 241–249 (IF = 1.33, R = 15/41 in Social Work, **Q1** V).
  26. \***Orkibi, H.**, Azoulay, B., Regev, D., & Snir, S. (2017). Adolescents' dramatic engagement predicts their in-session productive behaviors: A psychodrama change process study. *The Arts in Psychotherapy*, 56, 46-53. (IF = 0.659, R = 53/71 in Psychology, Rehabilitation, Q3, V).

27. \*Orkibi, H. Ronen, T. (2017). Perceived needs satisfaction mediates the association between self-control skills and subjective well-being in school. *Frontiers in Psychology*. (IF =2.88, R = 29/129 in Psychology, Multidisciplinary, Q1, V).
28. \*Orkibi, H., Azoulay, B., Snir, S. & Regev, D. (2017). In-session behaviors and adolescents' self-concept and loneliness: A psychodrama process-outcome pilot study. *Clinical Psychology & Psychotherapy* (IF = 2.961, R = 29/122 in Psychology, Clinical, Q1, V).
- 29.

#### **E. Articles or Chapters in Scientific Books**

(which are not Conference Proceedings)

1. Orkibi, H. (2014). Positive psychodrama with adolescents. In R. Berger (Ed.), *Creation – the heart of therapy* (pp.274-316). Kiriat Bialik: Ach books.

#### **F. Articles in Conference Proceedings**

None

#### **G. Entries in Encyclopedias**

None

#### **H. Other Scientific Publications**

##### **Published**

1. Orkibi, H. (2009). International exchanges: The first Israeli master's degree in creative arts therapies. *Newsletter of the International Expressive Arts Therapy Association*, 1, p. 22.
2. Orkibi, H. (2011). Review: Research possibilities in the creative arts therapies. *Academic Journal of Creative Arts Therapies*, 1(1) p. 1 (in Hebrew) – V.
3. Orkibi, H. (2011). Review: Drama-based research methodologies. *Academic*

*Journal of Creative Arts Therapies*, 1(1) p. 2 (in Hebrew) – V.

4. **Orkibi, H.** (2011). New horizons for the creative arts therapies in Israel. *Newsletter of the International Expressive Arts Therapy Association*, 1, 26-27.

### **I. Other Works and Publications**

None

### **J. Submitted Publications**

1. Rosenbaum, M., Ronen, T., Abuelaish, I., **Orkibi, H.**, Hamama, L. (2017). Positivity ratio links self-control skills to physical aggression and happiness in Palestinian students living in Gaza. *Young*, pp. 1-23. (IF = .977, R = 39/95 in Social Science, Interdisciplinary Q2, V).

### **K. Summary of my Activities and Future Plans**

#### **Areas of Research**

Subjective well-being and self-control in adolescents; relations between time perspectives, risk and protective factors, and subjective well-being; students' and therapists' professional identity and development; outcome and process research in therapy; psychophysiological indicators of dramatic reality.

#### **Current Research Projects**

1. Aloni-Hetz for Safe Future is a project that integrates research and arts therapies treatments (psychodrama in particularly) with children and adolescents at-risk. The project is collaboration between the Graduate School of Creative Arts Therapies and the National Program for Children and Youth At-Risk. After three successful years, the project was renewed for four additional years (2015-2018).



2. Developing and empirically testing multilevel, mediation, and moderation models of the relations between different personal and environmental protective variables (e.g., self-control, creativity, playfulness, flexibility, time perspective, social support), coping and well-being.
3. Co-developing a project on the effectiveness of internet-based (online) group psychotherapy.

### **Planned Projects**

- a. Designing a PhD in Creative Arts Therapies at the University of Haifa.
- b. Expanding international collaborations between the Graduate School of Creative Arts Therapies and other universities abroad. I am actively exploring opportunities for establishing a joint MA degree, joint research projects, as well as students and faculty exchanges.
- c. Studying the physiological indicators of resolving unresolved issues within dramatic reality. This is a laboratory research project for treating unfinished business and trauma using role-play-based exposure and confrontation.

### **Manuscripts In Preparation**

1. **Orkibi, H., Azoulay, B., Regev, D., & Snir, S. (2017).** In-session dramatic involvement predicts in-session constructive behaviors: A psychodrama change process research. Manuscript in preparation.
2. **Orkibi, H., Azoulay, B., Regev, D., & Snir, S. (2017).** Adolescents' behaviors in psychodrama sessions predict changes in self-concept and loneliness. Manuscript in preparation.
3. **Orkibi, H & Ronen, T.** Positive and negative factors impacting the relation between self-control skills and physical aggression among adolescents

4. **Orkibi, H.** Positive psychodrama: A new framework for research and practice.
5. **Orkibi, H.** Teach-treat boundaries in experiential psychodrama training.
6. **Orkibi, H.** Drama-based group supervision: Qualitative study of student experience.
7. **Orkibi, H.** The accessibility of art forms – revisited.