

# INSTITUTE OF PSYCHOMOTOR THERAPY (IPM)

## HISTORY

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The Lebanese Institute of Educators initially taught psychomotor therapy at the Faculty of Humanities, offering only a Master in Education with a specialization in Psychomotor Therapy.

As the profession evolved, the need for a dedicated training program became evident. In response, the Institute of Psychomotor Therapy was established at the Saint Joseph University of Beirut on the Medical Sciences Campus, within the Faculty of Medicine. This program introduced comprehensive foundational training, leading to a Bachelor in Psychomotor Therapy (4 years) in 2000, followed by a Master in Psychomotor Therapy (1 year post-Bachelor) between 2001 and 2003. Beginning in 2003, the adoption of the ECTS system facilitated the implementation of a structured bachelor's program (6 semesters) and a master's program (4 semesters post-Bachelor).

In 2002, a Center for Diagnosis, Therapy and Research in Psychomotor Therapy was established and affiliated with the Institute of Psychomotor Therapy. It provides a clinical, academic, and research-focused learning environment.

## MISSION

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The mission of the Institute of Psychomotor Therapy revolves around four essential dimensions:

- **Academic Training:** In line with the ethical and spiritual values of its founders, the Institute of Psychomotor Therapy aims to train reflective psychomotor therapists, equipped with up-to-date ethical, theoretical, and practical knowledge. These professionals are prepared to work in health, education, and research, paying particular attention to the cognitive, emotional, and motor needs of patients while respecting their individuality. The Institute strives to train individuals aware of their roles in the excellence of a nation, ready to address human needs broadly, and actively contributing to social progress.
- **Continued Professional Development:** The Institute is responsible for providing innovative lifelong education programs in line with international scientific advancements, helping professionals update their knowledge according to community needs throughout their careers. This contributes to the advancement of psychomotor therapy in Lebanon.
- **Research:** Research is a cornerstone of the Institute's mission, aiming to actively promote recent theories, methods, and techniques. To achieve this, it is committed to creating an environment conducive to research for students, instructors, and local and international partners.
- **Civic Engagement:** The Institution aims to contribute to the improvement of community health and well-being in the broadest sense, recognizing that its responsibility extends beyond the professional sphere.

## ADMINISTRATION

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**Dean:** Elie NEMER

**Head of Department:** Céleste YOUNES HARB

**Educational Coordinator of the First Year of the Bachelor in Psychomotor Therapy:** Maya HADDAD

**Educational Coordinator of the Second Year of the Bachelor in Psychomotor Therapy:** Shereen GHANTOUS FADDOUL

**Educational Coordinator of the Third Year of the Bachelor in Psychomotor Therapy:** Rayane DACCACHE

**Educational Coordinator of the Master in Psychomotor Therapy:** Céleste YOUNES HARB

## ADMINISTRATIVE STAFF

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**Academic Affairs Administrative Coordinator:** Rola COPTI GERMANOS

**Secretary of the Center for Diagnosis, Therapy and Research in Psychomotor Therapy:** Renée KASSIS CHAMOUN

## FACULTY

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### Professors

Carla MATTA ABI ZEID, Sami ROUKOZ

### Associate Professors

Camille MOITEL MESSARA, Céleste YOUNES HARB, Shereen GHANTOUS FADDOUL

## Lecturer

Rouba TANNOUS

## Instructors

Abir MASSAAD, Aline FREY, Amandine VACHAUD, Antoine ABI DAOUD, Antoine KASSAB, Arzé KAZZÉ, Aude BUIL, Céline NAJM SAMARANI, Chantal JUNKET TSCHOPP, Charlotte KHALIL, Christelle BAYDOUCH, Christelle KHOURY AOUAD SALIBY, Cynthia (EL) CHIDIAC (EL) KHOURY, Dana (EL) KADI, Diana SAKR EL HAGE FARAH, Dima (EL) HASBINI, Diva GEBRAN, Eliane FAHED, Frédéric MAALOUF, Georges MAALOULY, Ghada ITANI, Ghia KHOURY, Gilbert MESSIHI, Gloria ABDO, Gretta BOU ISSA ABI KHALIL, Hala MOUFARREJ, Hana AZAR HAGE CHAHINE, Ibrahim BOU ORM, Jean-François Connan, Jean-Paul SALIBA, Jeremy DANNA, Joanna AUDI, Joanna MOURAD, Joseph HATEM, Karen ABOU ASSI, Lama BADAWI, Léa KASSIS CHEDID, Léa WANIS HABIB, Leïla BACHACHI, Liliane (EL) HADDAD (EL) JALKH, Line SAAD, Marie BARHOUCHE ABOU SAAB, Marie SABAT, Mariecke LONGCAMP, Martine MANSOUR, Maryse HAYEK, Maya HADDAD, May (EL) CHEMALI BASSIL, Micheline BAKHOS, Mirna (EL) HAYEK, Nancy CHOUCAIR (EL) ALAM, Natasha KANAAN, Nicole GEHA ABDELNOUR, Pascale CHOUEIRY, Pierre MERHEB, Pressila CHALHOUB, Racha KALOT, Racil KALOUT, Rami BOU KHALIL, Rayane (EL) DACCACHE, Rida YAMOUT, Rindala MERHI SABA, Robert RIZK, Rock Al ACHY, Sabine HAYEK, Sahar SALIBA, Samia (EL) RABAA, Sandrella BOU MALHAB, Sandra MECHLEB ABI YOUNES, Sandra SHAMSEDDINE HAMDANE, Stéphanie YOUNES, Tania DAHER, Tonia (EL) DIRANI, Yara ASSAF, Zeina KHOURY BOU KHALIL, Zeina DACCACHE.

## DEGREES, DIPLOMAS AND CERTIFICATES AWARDED

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- Bachelor in Psychomotor Therapy
- Master in Psychomotor Therapy

## JOB OPPORTUNITIES

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Psychomotor therapy is a therapeutic discipline focused on rehabilitating sensory-motor, perceptual-motor, and cognitive functions in individuals with developmental disorders, neurological, psychiatric, or somatic pathologies.

Psychomotor therapy addresses several key aspects, including motor and bodily functions (posture, balance, muscle tone, manual dexterity, coordination, praxia), cognitive functions (attentional, executive, and memory functions), relational and emotional aspects (non-verbal communication/body expression). Additionally, psychomotor therapists assist patients in developing a bodily identity that supports effective decision-making and emotional management.

As a result, psychomotor therapists have various professional opportunities across different sectors.

### Healthcare Institutions

- Hospitals: Psychomotor therapists often work in departments such as neonatology, pediatrics, psychiatry, geriatrics, neurology, and other specialized services.
- Rehabilitation Centers: They may also work in rehabilitation centers for children or adults, addressing motor or psychomotor disorders.

### Education

- Daycare Centers and Schools: Psychomotor therapists can work in educational settings to support children's motor and psychomotor development and to detect potential disorders early.
- Inclusive Schools: Psychomotor therapists collaborate with children who have learning disabilities to facilitate their development.
- Medical-Psychological-Pedagogical Centers: Psychomotor therapists assist children with psychomotor difficulties in collaboration with a multidisciplinary team.

### Social

- Work Assistance Centers: Psychomotor therapists may work in centers designed for people with disabilities.
- Facilities for the Elderly: They can work in nursing homes to assist elderly individuals in maintaining their motor and cognitive abilities, as well as their emotional well-being.
- Private Practice: Some psychomotor therapists choose to work as independent professionals, offering rehabilitation and therapy services in their own practice.

- Research and Training: Some psychomotor therapists pursue careers in research or teach at institutions specializing in psychomotor therapy.

## TUITION FEES

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Bachelor in Psychomotor Therapy: 180 credits; \$142/credit; 60 credits/year.

Master in Psychomotor Therapy: 120 credits, \$142/credit; 60 credits/year.

## SPECIFIC PROVISIONS OF THE INTERNAL REGULATIONS OF STUDY

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### **Article 2 bis. Programs and Cycles**

The diplomas awarded by the Institute of Psychomotor Therapy are:

- Bachelor in Psychomotor Therapy  
Minimum duration: 6 semesters (180 credits)
- Master in Psychomotor Therapy  
Minimum duration: 4 semesters (120 credits)

### **Article 3 bis. Courses and Credits**

The work hours are divided as follows:

- Courses: This includes in-person work, hours of practical coursework, individual work, and exams.
- Internships: This includes hours spent in the field, writing the internship report, apprenticeship contract, and feedback.

The number of required courses is:

- **For the undergraduate cycle (Bachelor in Psychomotor Therapy)**  
129 credits for the Required Courses  
33 credits for the USJ General Education Program  
12 credits for the Institution's Elective Courses  
6 credits for the Open Elective Courses
- **For the graduate cycle (Master in Psychomotor Therapy)**  
105 credits for the Required Courses  
9 credits for the Institution's Elective Courses  
6 credits for the Open Elective Courses

The courses for each cycle, along with their descriptions and distribution across semesters, are published on the University's website.

### **Article 8 bis. Mandatory Attendance**

Attendance at internships is mandatory. Any absence must be justified by a medical report, or a written excuse deemed valid by the Academic Affairs Administrative Coordinator and the administration of the Institute. Students must make up absences as soon as possible at the same internship site where the absence occurred. Any absence exceeding 10% of the total internship duration will result in the internship not being validated.


Failure to validate an internship will result in a grade of zero and will require students to restart the internship.

### **Article 25 bis. Validation and Allocation of Credits**

For course assessments, the percentage assigned to practical coursework, ongoing assessments, or midterms must be less than the percentage assigned to the end-of-semester assessment. Generally, the following distribution is applied:

- For practical coursework: 20 to 50% of the final grade
- For midterms or ongoing assessments: 30 to 50% of the final grade
- For the final exam: 50% of the final grade

Ongoing assessments may take various forms, including written and oral exams or presentations, or practical activities.



The specific percentage for each assessment will be announced by the administration at the beginning of the semester.

For practical coursework, details such as allocated time, presentation, and composition of groups are set by the instructor. Students must submit their work by the specified deadlines; otherwise, they will incur grade penalties.

**Article 28 bis. Absence to Assessments**

Students who are absent from an assessment, excluding the final exam, may request a deferral, subject to the course instructor's approval. The deferred assessment must be completed within one week of the original date.

**Article 29 bis. Grading System**

To pass a course, students must achieve a minimum grade of 10/20.

To pass an internship, students must achieve a minimum grade of 10/20. If they fail, they must re-register in the following semester.

For the validation of final projects, research papers, and theses, students must submit their research work (research paper or thesis) within the deadlines set by the Institution.

If a submission is deemed incomplete, the defense committee may require additional work to validate the research paper or thesis. This additional work must be submitted within 2 weeks of the committee's decision.

**Article 44 bis. Disciplinary Sanctions**

Sanctions also apply to internships. Any breach of discipline may result in the termination of the internship, leading to its non-validation.

