

# INSTITUTE OF PSYCHOMOTOR THERAPY (IPM)

## DESCRIPTION

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

In 1999, Saint Joseph University of Beirut founded the Institute of Psychomotor Therapy on the Medical Sciences Campus within the Faculty of Medicine to meet the growing need for specialized training. The program launched a four-year bachelor's degree in 2000 and a one-year master's degree between 2001 and 2003.

In 2003, the adoption of the ECTS system structured the program into a six-semester bachelor's program and a four-semester master's program.

In 2002, the Institute also established the Center for Diagnosis, Therapy, and Research in Psychomotor Therapy, providing a clinical, academic, and research-based environment.

In 2024, the bachelor's program was updated, and the master's program was revised to better meet the academic and professional demands of the field. The second year of the master's program (M2) now offers two concentrations: Neurological Disorders and Disabilities; Neurodevelopmental Disorders and Mental Health.

## MISSION

- **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. Graduates are prepared to work in health, education, and research, addressing the cognitive, emotional, and motor needs of patients while respecting their individuality. The Institute strives to train professionals aware of their role in advancing society and actively contributing to national progress.
- **Continued Professional Development:** The Institute aims to provide innovative lifelong learning 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. It actively promotes recent theories, methods, and techniques, fostering a research-conducive environment for students, instructors, as well as local and international partners.
- **Civic Engagement:** The Institute aims to enhance community health and well-being, recognizing its responsibility extends beyond professional practice.

## ADMINISTRATION

**Dean:** Elie NEMER

**Director:** Céleste YOUNES HARB

**Educational Coordinator of the First Year of the Bachelor in Psychomotor Therapy:** Maya HADDAD (for the French section) and Samia RABAA MAALOUF (for the English section)

**Educational Coordinator of the Second Year of the Bachelor in Psychomotor Therapy:** Shereen GHANTOUS FADDOUL (for the French section) and Christelle BAYDOUCH (for the English section)

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

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

## ADMINISTRATIVE STAFF

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

**Academic Support Officer:** Antoinette HATEM BEJJANI

**Administrative Support Officer- Center for Diagnosis, Therapy and Research in Psychomotor Therapy (CDSP):** Renée KASSIS CHAMOUN



## FACULTY

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### Professors

Carla MATTA ABI ZEID, Sami ROUKOZ, Nassim FARES

### Associate Professors

Abir MASSAAD, Marguerite ASMAR (EL) BOU AOUN Nancy CHOUCAIR ALAM (EL), Sandra KOBATER Céleste YOUNES HARB, Shereen GHANTOUS FADDOUL

### Lecturers

Maya HADDAD, Rouba TANNOUS, Rayane (EL) DACCACHE, Samia (EL) RABAA

### Instructors

Aline FREY, Amandine VACHAUD, Amar MEZHER, Anna KECHICHIAN KHANJI, Antoine ABI DAOUD, Anthony KASSAB, Arzé KAZZÉ, Aude BUIL, Bertha Maria NASSANI, Carine BOUEIRI, Carl Gedeon, Céline NAJM SAMARANI, Chadia HADDAD (EL), Charbel Nasser, Charlotte KHALIL, Christel AZZO, Christelle BAYDOUCH, Christelle Germanos, Christelle KHOURY AOUAD SALIBY, Cynthia (EL) CHIDIAC (EL) KHOURY, Dana (EL) KADI, Darine (EL) NABOULSI, Deborah INNOCENT MUTEL, Diana SAKR EL HAGE FARAH, Dima (EL) HASBINI, Diva GEBRAN, Elsa AKL SARGHANI (EL), Elsa APARDIAN, Flavie TAVERA, Florian ESCAIG, Frédéric MAALOUF, Frederic PUYJARINET, Gaelle HADDAD (EL), Gaelle WAKED, Georges MAALOUY, Ghada ITANI, Ghada Sinno, Ghia KHOURY, Gilbert ANTAKI, Gretta BOU ISSA ABI KHALIL, Hala MOUFARREJ, Hanan FARHAT CHAABAN, Ibrahim KLAIMY, Jana DAHER, Jean-François Connan, Jeremy DANNA, Jérôme MARQUET-DOLEAC, Jessica SAVE-PEDEBOS, Joanna ABI ABOUD, Joanna AUDI, Joanna MOURAD, Joseph HATEM, Karen ABOU ASSI, Lama BADAWI, Léa KASSIS CHEDID, Léa WANIS HABIB, Leila BACHACHI, Liliane (EL) HADDAD (EL) JALKH, Line SAAD, Lynn HAJALLIE, Lynn SBEITY, Mansour DIB, Marie BARHOUCHE ABOU SAAB, Marie SABAT, Mariecke LONGCAMP, Marie-Ange AZOURI ACHKAR (EL), Marie-Bernadette TAOUTEL SFEIR, Martine MANSOUR, Maryse HAYEK, May (EL) CHEMALI BASSIL, Maybel GERGES, Micheline BAKHOS, Michella IBRAHIM HAYEK (EL), Mirna AZOURI ABOU RJEILY, Nada SATTOUF, Nancy NAJJAR (EL) ABOU HAMRA, Natasha KANAAN, Nicole GEHA ABDELNOUR, Patricia FADEL, Pascale CHOUEIRY, Pierre MERHEB, Pressila CHALHOUB, Racha KALOT, Rachelle HAREB, Racil KALOUT, Ralph ASSILY, Rami BOU KHALIL, Rida YAMOUT, Rindala MERHI SABA, Rita GHARIB (EL) CHRISTOFORIDIS, Robert RIZK, Rock Al ACHY, Sabine HAYEK, Sahar SALIBA, Sandrella BOU MALHAB, Sandra SHAMSEDDINE HAMDANE, Sarah SALAMEH, Tania DAHER, Tania KHANATI, Tonia (EL) DIRANI, Tracy CHARBEL, Yara ASSAF, Yassine HIJAZI, Zakhia NAOUM, Zeina ATTIEH KHAYAT, Zeina KHOURY BOU KHALIL.

## DEGREES, DIPLOMAS AND CERTIFICATES AWARDED

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- Bachelor in Psychomotor Therapy (French and English sections)
- Master in Psychomotor Therapy, concentrations: Neurological Disorders and Disabilities; Neurodevelopmental Disorders and Mental Health

## 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, neurological, psychiatric, or somatic pathologies.

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

This comprehensive approach opens diverse professional opportunities for psychomotor therapists across multiple sectors.

### Healthcare Institutions:

- Hospitals: Psychomotor therapists may 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.
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## Education:

- Daycare Centers and Schools: Psychomotor therapists may 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 (French and English sections) and Master in Psychomotor Therapy, concentrations: Neurological Disorders and Disabilities; Neurodevelopmental Disorders and Mental Health: 140 USD and 5,370,000 LBP, equivalent in to 200 USD (exchange rate = 89,500 LBP)

## SPECIFIC PROVISIONS OF THE INTERNAL REGULATIONS OF STUDY

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

- g. The diplomas awarded by the Institute of Psychomotor Therapy are:
  - Bachelor in Psychomotor Therapy (French and English sections)
  - Master in Psychomotor Therapy
- h. The minimum duration is of:
  - 6 semesters for the Bachelor in Psychomotor Therapy (French and English sections) (180 credits)
  - 4 semesters for the Master in Psychomotor Therapy (120 credits)

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

- i. 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.
- j. The number of required courses is:
  - **For the undergraduate cycle (Bachelor in Psychomotor Therapy) (French and English sections)**
    - 132 credits for the Required Courses
    - 30 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
    - 15 credits for the Institution's Elective Courses
- k. 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**

- e. 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.
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f. Failure to validate an internship will result in a grade of zero and will require students to restart the internship. Unlike other courses, students who do not successfully complete an internship are not eligible for a second examination session. They may also not re-enroll in a failed internship during the summer term.

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

d. For course assessments, the percentages allocated to graded assignments (TPC), ongoing assessments, and/or midterm examinations must remain lower than the percentage allocated to the final evaluation. In general, the grading distribution is as follows:

- The final examination accounts for 50% of the final grade.
- The remaining 50% is allocated to the midterm examination and, where applicable, graded assignments (TPC). The midterm examination accounts for 50% of the final grade when there is no graded assignment, or 30% when there are graded assignments (TPC). In the latter case, graded assignments account for 20% of the final grade.

e. Ongoing assessments may take several forms, including written tests, oral presentations, or practical evaluations.

f. With regard to graded assignments (TPC), the procedures (allocated time, presentation format, and group composition) are determined by the instructor. Students are required to submit assignments by the specified deadlines. A delay of up to 48 hours will result in a two-point deduction from the grade. Assignments submitted more than 48 hours late will receive a grade of zero.

**Article 28 bis. Absence to Assessments**

Any student absent from an assessment other than the final examination may be granted a deferred examination, provided that a valid justification is submitted within a maximum of three working days from the date of the assessment and subject to the favorable opinion of both the course instructor and the administration. In the absence of a valid justification, a grade of zero will be assigned for the assessment.

**Article 29 bis. Grading System**

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

c. To pass an internship, students must achieve a minimum grade of 10/20. If they fail, they must re-register in the following semester. Two consecutive failures in the same internship result in termination from the program.

**Article 38 bis. General Conduct**

In the event of non-compliance with the behavioral, disciplinary, ethical, or deontological requirements mentioned in the General Regulations, the student shall be subject to the sanctions set forth in Articles 44 and 44 bis.

Such misconduct by the student or the student's relatives includes, but is not limited to:

- Any form of psychological, physical, or sexual harassment directed toward a member of the university community or the internship setting.
- Any direct or indirect threat made against a member of the university community or the internship setting.
- Any act of disrespect toward a member of the university community or the internship setting.
- Lack of punctuality and failure to comply with the scheduling requirements of the Institute and the host institution.
- Any audio-visual recording made without the consent of the persons concerned (instructors, patients, colleagues, etc.) and not intended for strictly academic purposes.
- Any dissemination on social media of content related to internships or the university setting, whether within or outside University premises.
- Any unauthorized disclosure of information or defamatory statement concerning a member of the university community or the internship setting.
- Any dissemination of personal information concerning a member of the university community or the internship setting.

**Article 44 bis. Disciplinary Sanctions**

These sanctions shall also apply within the context of internships. Any breach of discipline shall result in the student being summoned before the Institute's Disciplinary Board. Any disciplinary sanctions imposed shall be those set forth in Article 44 of the present Regulations.

