

INSTITUTE OF PSYCHOMOTOR THERAPY (IPM)

HISTORY

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, the 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 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

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

Academic Affairs Administrative Coordinator: Rola COPTI GERMANOS

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

FACULTY

Professors

Carla MATTABABI ZEID, Sami ROUKOZ

Associate Professors

Camille MOITEL MESSARA, Céleste YOUNES HARB, Shereen GHANTOUS FADDOUL

Lecturer

Rouba TANNOUS

Instructors

Abir MASSAAD, Aline FREY, Amandine VACHAUD, Amar MEZHER, Antoine ABI DAOUD, Anthony KASSAB, Arzé KAZZÉ, Aude BUIL, Bertha Maria NASSANI, Carine BOUEIRI, Céline NAJM SAMARANI, Chadia HADDAD (EL), Chantal JUNKETTSCHOPP, Charlotte KHALIL, Christel AZZO, Christelle BAYDOUCH, Christelle Germanos, Christelle KHOURY AOUAD SALIBY, Christian MATTABABI, Cynthia (EL) CHIDIAC (EL) KHOURY, Dana (EL) KADI, Deborah INNOCENT MUTEL, Diana SAKR EL HAGE FARAH, Diane HAJJAR GHORAYEB, Dima (EL) HASBINI, Diva GEBRAN, Eliane FAHED, Elsa APARDIAN, Flavie TAVERA, Florian ESCAIG, Frédéric MAALOUF, Frederic PUYJARINET, Gaelle HADDAD (EL), Gaelle WAKED, Georges MAALOULY, Ghada ITANI, Ghia KHOURY, Gilbert MESSIHI, Gloria ABDO, Gretta BOU ISSA ABI KHALIL, Hala MOUFARREJ, Hana AZAR HAGE CHAHINE, Ibrahim BOU ORM, Ibrahim KLAIMY, Jana DAHER, Jean-François Connan, Jean-Paul SALIBA, Jeremy DANNA, Jérôme MARQUET-DOLEAC, Jessica NESENSON, Jessica SAVE-PEDEBOS, 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, Marieke LONGCAMP, Martine MANSOUR, Maryse HAYEK, Maya HADDAD, May (EL) CHEMALI BASSIL, Micheline BAKHOS, Nancy CHOUCAIR (EL) ALAM, Nassim FARES, Natasha KANAAN, Nicole GEHA ABDELNOUR, Patricia FADEL, Pascale CHOUERY, Pierre MERHEB, Pressilia CHALHOUB, Racha KALOUT, Raoul ASSILY, Rami BOU KHALIL, Rayane (EL) DACCACHE, Rida YAMOUT, Rindala MERHI SABA, Rita GHARIB (EL) CHRISTOFORIDIS, Robert RIZK, Rock AL ACHY, Sabine HAYEK, Sahar SALIBA, Samia (EL) RABAA, Sandra KOBAITER, Sandrella BOU MALHAB, Sandra MECHLEB ABI YOUNES, Sandra SHAMSEDDINE HAMDANE, Sarah SALAMEH, Sarah SEIWERT, Tania DAHER, Tania KHANATI, Tonia (EL) DIRANI, Tracy CHARBEL, Yara ASSAF, Yassine HIJAZI, Zakhia NAOUM, Zeina DACCACHE, Zeina KHOURY BOU KHALIL, Zeinab FAWAZ.

DEGREES, DIPLOMAS AND CERTIFICATES AWARDED

- Bachelor in Psychomotor Therapy
- Master in Psychomotor Therapy, concentrations: Neurological Disorders and Disabilities; Neurodevelopmental Disorders and Mental Health.

JOB OPPORTUNITIES

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.

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

Bachelor in Psychomotor Therapy and Master in Psychomotor Therapy: 131 USD and 5,011,000 LBP (for semester 1), equivalent in Fresh US Dollars to 187 (exchange rate = 89,500 LBP)

SPECIFIC PROVISIONS OF THE INTERNAL REGULATIONS OF STUDY

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)**

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

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.

f. 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

d. 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

e. 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.

f. 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

a. 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

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.

d. 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.

e. 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.