



Organizational Regulations of UCC

Chapter 1: Code of Ethics

Article 1: Ethics and ethical rules

The psychologist and members of the UCC (on-campus or off-campus professionals) are committed to the principles and procedures enshrined in the center's code of ethics.

The fundamental principles of ethics respect the fundamental principles of human rights and dignity.

Principle 1: Respect for human rights

1. The UCC psychologist exercises his/her function according to the principles laid down in national, European and international law on the respect of the fundamental rights of individuals, and especially their dignity, freedom and protection.
2. S/he strives to respect the autonomy of others and, in particular, the opportunity to obtain information and their freedom of judgment and decision.
3. S/he intervenes only with the free and informed consent of the persons concerned.

Principle 2: Respect of professional secrecy

1. The psychologist preserves the privacy and intimacy of individuals by respecting professional secrecy. S/he respects the fundamental principle whereby no one is bound to reveal anything about themselves.
2. The psychologist must strictly respect the confidentiality of any information concerning the student and any information of which s/he is aware during his/her work.
3. The information communicated to a minor's parents and guardians, to professionals or to any third party concerned with the protection and health of a beneficiary must relate to the only elements of reality, which the psychologist feels duty-bound to convey in compliance with the legislation in force.
4. Professional secrecy and the right to privacy are requirements to be upheld even after the death of the beneficiary and of the psychologist. The psychologist must make all the provisions needed in this respect.

Principle 3: Ethical rule of abstinence

1. The psychologist acts in all circumstances in the interest of the support work with his/her beneficiary. S/he will never use the power conferred on him by his/her professional position and the transferential relationship for other purposes.
2. S/he treats the beneficiary physically, verbally and socially according to the best practices of psychological support work.



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3.S/he refrains from any sexual or aggressive behavior with the beneficiary.

Article 2: The establishment of the framework

1. The psychologist must benefit, at the location of his/her professional practice, from suitable facilities and adequate premises to preserve confidentiality, in addition to sufficient technical means to support his/her professional services with the persons consulting him/her.
2. The psychologist must favor the establishment of a relationship of trust necessary for the support work. S/he must make sure that his/her relations with the beneficiary or the beneficiary's close circle are strictly limited to the Center.
3. The psychologist does not engage in any intervention or treatment involving persons to whom s/he is personally related. In case of a conflict of interest, the psychologist is under the obligation to withdraw his/her services.
4. The psychologist must act in this field within the limits of his/her powers, taking care to safeguard his/her professional independence and making sure to avert any conflict of interest.

Chapter 2: The Functions of the Psychologist

The psychologist offers prevention, screening, assessment, help and support services that lead him/her to intervene on several levels and to perform different tasks.

Article 1: General functions

1. The psychologist has a privileged position to positively influence different factors (personal, family, social or academic) that are important to the student's well-being.
2. S/he helps to provide young people with a perspective of university life that promotes their harmonious development.

Article 2: Specific functions

1. The psychologist reviews situations or events that constitute a risk for the students' mental health and suggests possible solutions.
2. S/he demystifies mental health issues, especially for students and teachers.
3. S/he also develops, implements, animates or evaluates programs whose objectives include:
 - prevention of violence and bullying
 - conflict resolution
 - promoting practices that encourage social inclusion and a sense of belonging
 - the development of healthy lifestyle habits



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- the prevention of addictions (alcohol and drug abuse, smoking, etc.)
- intervention or postvention following a critical event (such as a student's suicide)

Preventive interventions are thus based on the existence of a specific supervisory structure aimed at informing and educating, among other things.

4. The psychologist can organize group meetings for students or university staff. S/he will propose and facilitate training or information activities for students on various themes or activities to foster the development of new skills. Topics can be as diverse as sexuality (sexual orientation, abuse...), violence (intimidation in relationships...), suicide, bereavement, emotional loss, mental health in general, etc.
5. These activities cover a broad range of applications and target the entire student population.

Chapter 3: The Psychologist's Skills

In order to develop a professional relationship based on trust, mutual respect and competence with both students and colleagues, the psychologist must possess the following skills:

Article 1: The psychologist's academic training (basic skills)

The psychologist must hold a PhD in Psychology.

Article 2: The psychologist's professional training (specific skills)

1. The psychologist's professional training must be in accordance with Lebanese law and must have been acquired as part of a study program leading to the awarding of a diploma or certificate, or as part of a training program in psychotherapy in an academic institution, a private institution or with a trainer who is a member of a professional order.
2. S/he must know the various currents developed in clinical psychology and the various fields of application of these currents as well as their indications.
3. S/he must know the individual, family and group functioning of individuals (considering their diversity, their uniqueness and their specificities).
4. S/he must have undertaken personal work for at least 3 years.
5. S/he must also have completed at least 100 hours of supervision with a therapist who is a member of a professional order.
6. S/he must have a clinical experience of at least 4 years.



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7. S/he must know and comply with the rules of ethics and professional practice relating to Article 1 and know how to lead an ethical reflection on a given problem.

Article 3: The psychologist's individual skills

1. The psychologist must master the languages used within the University, namely Arabic, English and French (diction, ability to provide oral or written synthesis, spelling).
2. S/he must assess the efficiency of his/her interventions in confidential documents.
3. S/he must constantly update his/her knowledge by seeking information and training (readings, contact people, etc.), request supervision when needed and invest in continuing education.
4. S/he must possess knowledge of:
 - forms of interview
 - individual development
 - the impact of the environment on individuals
 - various pathologies and learning disabilities
5. S/he must know how to put problems into words and analyze the beneficiary's request and formulate nuanced hypotheses.
6. S/he must develop active, warm and empathic listening.
7. S/he must know how to communicate in a clear and empathic way.
8. S/he must refer to relevant scientific knowledge in psychology and related disciplines.
9. S/he must write a written report/summary of the interview by formulating nuanced hypotheses using appropriate techniques and tools and know how to interpret the collected data.
10. S/he must be familiar with a variety of scientifically sound qualitative and/or quantitative tests, techniques and tools, master the theoretical basis of these techniques/tools and understand standardization.
11. S/he must know the classifications of mental disorders and illnesses according to DSM V (or ICD 10).
12. S/he must know how to relate the test analysis to the initial request, the elements of anamnesis and the formulated hypotheses.
13. S/he must know how to communicate/advise/guide:
 - by proposing possible intervention approaches and remaining nuanced and open to various possibilities;
 - by communicating investigation results to the student, both orally and in writing;
 - by mobilizing adequate resources for providing care and ensuring the continuity of the intervention



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14. The psychologist must seek a balance between the specialized approach for which s/he has been trained and be open to therapy or rehabilitation alternatives.
15. S/he must have sufficient knowledge of the contribution of other disciplines in the management of a problem (notion of transdisciplinarity).
16. S/he must be able to perform a specialized intervention in psychotherapy, functional rehabilitation, educational psychology or counseling.
17. S/he must know how to prepare and facilitate a training session within the framework of a university or higher non-university training (needs analysis, preparation of documents, of an adequate methodology, actual animation, and evaluation of the training session).
18. As the head of the USEK Counseling Center team, the psychologist must assign responsibilities and tasks, coordinate the UCC team and lead a meeting.

Chapter 4: Research and Affiliation to the PSYCHE Laboratory

1. The psychologist participates in research networks and is therefore affiliated with the PSYCHE Laboratory of the Department of Psychology.
2. S/he can publish, write or take part in writing reports and articles.
3. S/he must possess knowledge of relevant and scientifically-based techniques/methodologies to carry out research, and master research evaluation techniques and statistical analysis tools.
4. S/he must also have theoretical knowledge of the topics covered.
5. S/he must know how to use documentary resources.
6. S/he must know the ethical rules of research.