



Executive plan for the activities and services
of the Social Therapy Center during the year 2025/2026



Social Therapy Center Activities Timeline for the 2025/2026 Academic Year

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First: The general framework of the plan:

1. Helping students achieve integrated psychological, social, academic, and health development, and monitoring their life-related aspects to provide appropriate adaptation opportunities and positive interaction with society.
2. Organizing specialized training courses that meet the needs of various faculty members, researchers, and staff.

The general framework of the plan includes the following:

- The therapeutic aspect: This involves helping students and target groups overcome their problems, creating an appropriate psychological environment for them to continue learning and teaching, and adapting to their lives within their internal and external environment.
- 1. Preventive aspect: This involves studying and addressing the social, psychological, educational, professional and health conditions and situations that negatively impact students and target groups, and working to raise their



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awareness and enlighten them about their effects and results, and working to eliminate their causes, and training and developing their capabilities to avoid these negative practices.

- **Developmental aspect:** It is the search for and discovery of the energies of students and target groups in order to invest in them, benefit from them, and employ them in serving them and their community, and developing the capabilities, potentials, and skills of students and target groups through the training courses provided.

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Second: Plan Objectives:

1. Utilize all possible and available means (radio, bulletin board, personal contact, meetings) to advertise the center, its activities, and how to participate in them, to motivate students and target groups to participate in these activities, and to help students and target groups solve their social and psychological problems.
2. 1. Developing the capabilities and skills of students and target groups, providing opportunities for creativity and good thinking, and supporting communication between the center and various community institutions.
3. Guiding and directing students and target groups religiously, morally, socially, psychologically, and educationally, so that they become worthy members of society by organizing seminars, lectures, and workshops that work to raise the level of religious, cultural, social, and practical awareness.

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Third: The most important strengths of the Social Therapy Center:

1. The Social Therapy Center is a unit dedicated to providing specialized therapeutic services and social counseling to individuals, families, and civil society organizations, within the center's capabilities, to support the university's relationship with the wider community.
2. It offers numerous specialized training courses for students, practitioners, expatriates, and professionals.
3. Availability of specialized academic specialists with academic and professional experience working with these cases.
4. The presence of an office to receive cases and ensure the confidentiality of information.
5. The presence of a specialized and trained team to work with these cases and provide ongoing training.

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6. Helping students cope with psychological and social problems and pressures, thus enabling them to integrate positively into and adapt to university life.
7. Providing specialized advice in designing, implementing, and evaluating treatment programs needed by community institutions.
8. Providing quality training opportunities for social workers by organizing several advanced training courses that contribute to honing the expertise and skills of specialists in a manner consistent with the nature of contemporary problems in all areas of professional practice.

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Fourth: The most significant weaknesses of the Social Therapy Center:

1. The lack of documentation of training course certificates, despite the center's financial and administrative regulations being approved by the Ministry of Finance.
2. The complexity and bureaucracy involved in regulating memoranda of understanding or training, especially for those coming from outside the university campus.
3. The lack of an electronic platform for communication and advertising with the external community, and the difficulty of accessing the university campus for beneficiaries from the external community.
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4. The complexity of some electronic payment methods for individual cases, especially from the external community.
5. Weak financial resources, such as: the lack of a photocopier, the lack of adequate ventilation (air conditioning, fans), the lack of internet access, and the inactivity of the center's hotline.

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Fifth: The most important opportunities available at the Social Therapy Center:

1. The presence of institutions and academies willing to sign memoranda of understanding with the center and provide joint services.
2. The presence of unique programs offered to the outside community and the demand for them from graduates.
3. The presence of partner institutions that help achieve the goals of the center's vision and mission..

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Sixth: The most important threats facing the Social Therapy Center:

1. The presence of competing service and educational institutions and centers offering accredited and documentable certificates at foreign institutions.
2. The lack of ease in obtaining training memoranda from specialized and internationally accredited training centers.
3. The long waiting periods for approvals, which discourages trainees and partner organizations from working with the center.
4. Weak online marketing due to the lack of an online platform for the external community.
5. The lack of a facility to handle family problems. Furthermore, the center's location on campus hinders its access due to its remote location and the lack of transportation.



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Seventh: The executive plan for the activities and services of the Social Treatment Center during the year 2025/2026:

Ser.	Goal	Activity	Target Audience	Time period	Activity manager	Activity outcomes	Index success
1	Welcoming students to the new academic year and introducing them to the services provided by the center and how to communicate with them.	An introductory seminar on the center's services and activities.	Students of the College of Social Work	Beginning of the Year	Center Director, Deputy Center Director	Introducing students to the center's services and how to benefit from them	Persistence and striving to benefit from the center's services
2	Announcing the center for male and female	1) Placing signs. 2) Distributing a guide	Students from all colleges and	Throughout the School	Center Director, Deputy Center	Introducing university students	Students' interest in taking



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	<p>university students in all colleges, both inside and outside the university campus.</p>	<p>for working at the Social Therapy Center.</p> <p>3) Receiving visits from first-year students at the center.</p>	<p>faculties at the university</p>	<p>Yea</p>	<p>Director</p>	<p>to the center's specialties</p>	<p>advantage of the center's services</p>
<p>3</p>	<p>Develop training programs for incoming students in light of their needs</p>	<p>Training programs on social communication skills and training in various therapeutic programs, approved by the center and the university.</p>	<p>Expatriates from Arab countries</p> <p>Provided that the training certificate is authenticated by the Ministry</p>	<p>Throughout the School Yea</p>	<p>Center Staff</p>	<p>Expatriates' implementation of treatment programs in various practice areas</p>	<p>Serving the external community</p>



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			of Foreign Affairs				
4	Treating problems frequently encountered at the center and providing social, psychological, family, and behavioral consultations.	Opening a file for each case and conducting a professional or therapeutic interview.	University students	Throughout the academic year	Center Staff + Social Therapist - Psychotherapist	Alleviating the severity of problems experienced by clients	Continuity of individual student and community cases in completing the treatment plan
5	Training students and researchers on how to deal with family problems and conflicts.	Conducting a training course for a number of students and researchers interested	Students and researchers interested in the field of	September	Staff + Social Expert at the Family Court	Providing or acquiring a set of knowledge, information, and	Student and researcher participation in the training course

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		in the family field.	family studies			skills in the field of family and family problems	Results and data from evaluation forms
6	Training graduate students on developing measures for professional intervention.	A course on developing and constructing scales for professional intervention, through a number of lectures and workshops on developing scales.	Graduate students (Master's and PhD)	October	Prof. Dr. Hesham Sayed Abdel Majeed	Providing students with skills in constructing standards	Training course evaluation forms
7	Training graduate students in therapeutic	Training programs on various therapeutic	Graduate students	November	Specialized Professors and	Students learn how to apply	Training Course Evaluation Forms



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	programs in various fields	programs	(Master's and PhD)		Trainers	therapeutic programs in various fields.	
8	Providing students with information and knowledge about the field of speech therapy	Holding a training course on speech therapy	University students and the wider community	December	Specialized Speech Therapists	Students gain knowledge about speech problems.	Training Course Evaluation Forms
9	Training university students in family counseling and guidance programs	They acquire a set of knowledge or different professional skills to deal with family	University students, researchers, and those interested in	3 times a year	Family Counseling Trainers	Students gain various knowledge and skills in family counseling.	Training Course Evaluation Forms



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		problems.	the field of family counseling				
10	Providing students with information and knowledge about behavioral modification for children and adolescents in various fields.	Training courses on behavioral modification for children and adolescents in various fields	University students, researchers, and those interested in behavior modification	February	Faculty members from the college and the university's Psychological Counseling Center	Students acquire a set of knowledge and skills on behavioral modification for children and adolescents in various fields.	Evaluation form data analysis
11	Training graduate	Training course	Graduate	March	Faculty	Graduate students	Evaluation form



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	students to implement assessment programs.	entitled: Implementing Evaluation Programs	students		members	gain the skills to implement assessment programs.	data analysis
12	Developing students' knowledge of personality disorders and skill development.	A series of training courses on personality disorders and skills development	University students and researchers	April and May	Center staff and psychiatrists from the Department of Psychiatry	Write a case report and treatment options.	Evaluation form data analysis