



Formation pour les professionnels
de l'enfance, de l'adolescence et de la famille

Travailler avec les parents et les familles aujourd'hui

La formation continue du Centre d'Ouverture Psychologique Et Sociale (Copes) s'adresse à tous les acteurs du champ médical, psychologique, pédagogique et social (médecins, gynécologues, obstétriciens, psychologues, psychiatres, pédiatres, infirmiers, éducateurs, travailleurs sociaux, moniteurs d'éducation familiale, psychomotriciens, orthophonistes, sages-femmes, puéricultrices, enseignants...), garants de la prévention précoce et de la santé globale de l'enfant, de l'adolescent et de la famille.

Les stages et les formations sur site proposés par le Copes explorent les domaines de l'enfance à l'adolescence, les problématiques familiales, sociales et culturelles et les questions institutionnelles.

Le Copes est habilité à recevoir au sein de toutes ses formations les professionnels de santé (médecins, sages-femmes et paramédicaux) qui sont concernés par le DPC.



Il est souvent incontournable de travailler avec les parents lorsqu'on accompagne un enfant, que ce soit en crèche, en PMI, en CMP, CAMPS ou toute structure de soin, et parfois même à l'école. Il s'agit alors de les faire partie prenante de la prise en charge, de faire alliance et de les soutenir afin qu'ils puissent à leur tour accompagner leur enfant dans ses aspects développementaux ou lorsque leur enfant rencontre des difficultés.

Les problématiques individuelles ou conjugales des parents résonnent bien souvent avec celles de l'enfant, quelle place leur donner ?

Quand l'enfant souffre, les parents sont mobilisés autour de l'enfant. Les parents évoluent d'ailleurs en même temps que grandit leur bébé, leur enfant, leur adolescent. Comment alors et dans quelle mesure faire participer les parents à la prise en charge de l'enfant ?

Animé par Ophélie Ségade, psychologue clinicienne et docteur en psychologie, avec la participation d'intervenants spécialisés.

Thèmes

Représentations, fonctions et enjeux de la parentalité aujourd'hui. — L'exercice de l'autorité parentale, droit du parent, droit du beau-parent. — Vulnérabilités parentales et dysparentalités. — Divorces, familles recomposées, séparées. — La parentalité interculturelle. — Le travail des professionnels pour soutenir la parentalité au quotidien.

Objectifs

Offrir une lecture actuelle sur les enjeux de la parentalité, d'un point de vue psychologique, psychopathologique, juridique et social. — Réfléchir et échanger sur les manières dont on peut déceler les mécanismes de défense en jeu dans les situations de vulnérabilités parentales. — Soutenir la relation parent-enfant. — Mieux comprendre les facettes multiples qui mobilisent la famille : culture, générations, psychopathologie...

Public et prérequis

Professionnels de l'enfance, de l'adolescence et de la famille, des secteurs santé, socioéducatif, psychiatrie, justice, Aide sociale à l'enfance, PMI, école...

Méthodes de travail

2 modules de 2 jours. — Exposés théoriques et cliniques. — Échanges sur des situations cliniques entre les intervenants et les stagiaires.

Stage

SM22-04

Tarif

1 060 €

Lieu

Paris

Dates

24-25 mars, 11-12 avr. 2022 (soit 28 h sur 4 jours)

Premier module

JEUDI 24 MARS 2022

Introduction.

Représentations et fonctions de la parentalité aujourd'hui.

Devenir parent : les bouleversements psychiques de l'accès au devenir parent. 9 h à 13 h

Ségade Ophélie, psychologue clinicienne en liaison maternité et en pédopsychiatrie à l'hôpital Necker-enfants malades, Paris. Docteur en psychologie clinique, psychopathologie et psychiatrie à l'Université Paris V en partenariat avec le Ceccos de l'hôpital Cochin et Necker.

Entretiens ratés, entretiens réussis. 14 h à 17 h

du Pasquier Roch, psychologue clinicien ; psychanalyste ; thérapeute familial.

Ségade Ophélie

VENDREDI 25 MARS 2022

Le processus adolescent, quels réaménagements psychiques pour les parents. 9 h à 13 h

Lelièvre Julien, psychologue, psychothérapeute ; thérapeute familial d'orientation psychanalytique, Paris, Colmar.

Ségade Ophélie

Parentalité interculturelle.

Représentation des divers systèmes de parentalité à travers les cultures 14 h à 17 h

Ségade Ophélie

Second module

LUNDI 11 AVRIL 2022

Intergénérationnel et transgénérationnel dans le travail avec les familles : parentalités confuses, familles incestuelles.

Expériences à l'Aide sociale à l'enfance 9 h à 13 h

Clergeau Sandrine, psychologue clinicienne à l'Aide sociale à l'enfance, Paris ; intervenante en sciences sociales et protection de l'enfance à l'université Paris-Est Créteil ; psychothérapeute.

Ségade Ophélie

La fonction paternelle et la place du père 14 h à 17 h

Rossi Marie-Noëlle, psychologue clinicienne en PMI.

Ségade Ophélie

MARDI 12 AVRIL 2022

Parenté et parentalité : le Droit d'aujourd'hui.

L'exercice de l'autorité parentale, droit du parent, droit du beau-parent. 9 h à 13 h

Francoz-Terminal Laurence, maître de conférences, université Jean-Moulin, Lyon III ; formatrice en droit de l'enfance et de la famille ; docteur en droit.

Ségade Ophélie

Reprise et travail avec le groupe autour de situations cliniques rencontrées par les stagiaires.

Évaluation et bilan du stage 14 h à 17 h

Ségade Ophélie

the 1990s, the number of people in the world who are illiterate has increased from 1.1 billion to 1.5 billion.

There are many reasons for this. One is that the population of the world is growing so fast that the number of people who are illiterate is increasing even though the percentage of illiterate people is decreasing.

Another reason is that the quality of education is poor in many countries, so that many people who are literate are not able to read or write well enough to be able to use their literacy skills.

There are also many people who are illiterate because they have never had the opportunity to go to school.

There are many people who are illiterate because they are poor and cannot afford to go to school.

There are many people who are illiterate because they are women and are not allowed to go to school.

There are many people who are illiterate because they are disabled and cannot go to school.

There are many people who are illiterate because they are in remote areas and do not have access to schools.

There are many people who are illiterate because they are in conflict zones and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by natural disasters and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by climate change and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by economic crises and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by political instability and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by social inequality and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by cultural barriers and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by language barriers and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by religious barriers and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by gender inequality and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by discrimination and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by poverty and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by lack of infrastructure and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by lack of resources and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by lack of political will and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by lack of leadership and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by lack of community support and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by lack of social capital and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by lack of trust and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by lack of cooperation and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by lack of communication and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by lack of information and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by lack of knowledge and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by lack of skills and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by lack of motivation and do not have access to schools.

There are many people who are illiterate because they are in areas that are affected by lack of opportunity and do not have access to schools.