



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

Les dépressions parentales : clinique et enjeux

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.



Devenir parent est une période de grands bouleversements pouvant entraîner chez certains une dépression parentale. Il s'agit là même d'un véritable enjeu de santé publique car leur prévalence est considérable.

Les dépressions parentales touchent à la fois la personne déprimée mais aussi le lien parent-enfant et le développement de l'enfant. Les effets néfastes de la dépression parentale se retrouvent sur l'instauration des premiers accordages avec le bébé, ainsi que sur la maturation cognitive et psychoaffective de l'enfant.

Pourtant, ces dépressions restent peu connues des professionnels de terrain. Il est donc nécessaire d'en préciser les contours cliniques et les bases thérapeutiques.

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

Thèmes

Les enjeux et le développement de la parentalité : devenir mère, devenir père. — Nidification psychique. — Ambivalence du désir d'enfant. — La dépression du *post-partum* : épidémiologie. — Clinique. — Diagnostic différentiel (blues du post-partum, psychose puerpérale). — Thérapeutique. — Dépressions paternelles : place des pères dans la société. — Prises en charge. — Conséquences des dépressions parentales sur le développement de l'enfant : interactions précoces (biologiques, comportementales, affectives, fantasmatiques). — Effets sur le développement du bébé et du jeune enfant.

Objectifs

Apporter des connaissances sur les dépressions parentales (maternelle et paternelle) et leurs impacts sur le développement de l'enfant. — Élaborer autour de diagnostics différentiels. — Penser la question du cadre thérapeutique. — Discuter et établir des liens avec des situations cliniques.

Public et prérequis

Tous les professionnels du champ médico-social de la périnatalité, de l'enfance et de l'adolescence.

Méthodes de travail

3 jours consécutifs. — Exposés théorico-cliniques. — Échanges avec les participants.

Stage

SM22-59

Tarif

795 €

Lieu

Paris

Dates

29-30-31 mars 2022 (soit 21 h sur 3 jours)


MARDI 29 MARS 2022

- Accueil des stagiaires. — Introduction, présentation du stage. — Les enjeux et le développement de la parentalité 9 h à 13 h
Shulz Jessica, docteur en psychologie ; psychologue clinicienne, service de pédopsychiatrie, Association de santé mentale du 13^e arrondissement de Paris (ASM13), unité René Diatkine ; membre du laboratoire PCPP, université Paris V-René Descartes.
- Épidémiologie et clinique de la dépression périnatale, Film14 h à 17 h
Shulz Jessica

MERCREDI 30 MARS 2022

- Outils diagnostic et prise en charge de la dépression périnatale..... 9 h à 13 h
Beauquier-Macotta Bérangère, pédopsychiatre, hôpital Necker-Enfants Malades, Paris.
Shulz Jessica
- Le développement psychologique du très jeune enfant de parents gravement déprimés, observation de films de bébés et d'interactions14 h à 17 h
Shulz Jessica

JEUDI 31 MARS 2022

- Les dépressions paternelles périnatales..... 9 h à 13 h
Perelman Olga, docteur en psychologie clinique, université Paris V-René Descartes ; psychologue clinicienne en crèche Les Petits Chaperons Rouges, Paris ; chargée de mission au Copes.
Shulz Jessica
- Les professionnels face à la dépression parentale.
Conclusion et évaluation de stage14 h à 17 h
Shulz Jessica

the 1990s, the number of people in the world who are illiterate has increased from 1.2 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 children who are illiterate is increasing. Another reason is that the number of people who are illiterate is increasing in many countries, especially in the developing world. This is because many of these countries do not have enough schools or teachers to teach all the children who are of school age.

There are also many people who are illiterate because they do not have enough money to go to school. In many countries, the cost of education is very high, and many families cannot afford to pay for their children's education. This is especially true in the developing world, where many people live in poverty.

There are also many people who are illiterate because they do not have enough time to go to school. In many countries, people have to work long hours to support their families, and they do not have time to go to school. This is especially true in the developing world, where many people are engaged in agriculture or other manual labor.

There are also many people who are illiterate because they do not have enough motivation to go to school. In many countries, the quality of education is very poor, and many people do not see the value of going to school. This is especially true in the developing world, where many people do not have access to good schools and teachers.

There are also many people who are illiterate because they do not have enough resources to go to school. In many countries, there are not enough schools or teachers to teach all the children who are of school age. This is especially true in the developing world, where many areas are rural and do not have good schools.

There are also many people who are illiterate because they do not have enough information to go to school. In many countries, people do not know where to go to school or how to enroll. This is especially true in the developing world, where many people do not have access to information about education.

There are also many people who are illiterate because they do not have enough skills to go to school. In many countries, people do not have the basic skills needed to go to school, such as reading and writing.

There are also many people who are illiterate because they do not have enough health to go to school. In many countries, people do not have access to good health care, and many people are sick or disabled. This is especially true in the developing world, where many people do not have access to good health care.

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