



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

Groupe d'analyse des pratiques professionnelles à destination des superviseurs

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.



La pratique de la supervision et des interventions dans les institutions sanitaires, sociales et judiciaires a connu un essor considérable ces dernières années. De plus en plus de psychologues sont ainsi sollicités pour intervenir dans ces structures. Pourtant, ces professionnels – souvent extérieurs à l’institution – se retrouvent fréquemment isolés lorsqu’il s’agit de réfléchir à leur pratique en tant que superviseurs.

Cette difficulté se fait d’autant plus sentir dans le contexte actuel de crises et de mutations que traversent ces différentes institutions. Comment, dans ce cadre, penser la demande des équipes, formaliser un dispositif, ou encore traiter les résistances institutionnelles ?

Ce groupe de travail a donc pour objectif de favoriser une élaboration collective autour des dispositifs d’accompagnement institutionnel. Il sera constitué de professionnels superviseurs (psychologues, psychosociologues, psychiatres, etc.).

Proposée par Philippe Drewski, psychologue clinicien, maître de conférences à l’université Paris Cité.

Thèmes

Demande des équipes. — Mise en place des dispositifs de supervision. — Traitement des résistances institutionnelles. — Investissement des espaces de travail par les équipes.

Objectifs

Proposer un espace sécurisé pour que les superviseurs puissent discuter de leurs cas et réfléchir sur leurs pratiques. — Mettre en œuvre une réflexion critique sur leurs méthodes, leurs interventions et leurs interactions avec les professionnels, afin d’identifier les forces et les faiblesses de leur pratique. — Favoriser le développement des compétences cliniques par le partage d’expériences, l’échange de connaissances et l’apprentissage entre pairs.

Public et prérequis

Professionnels superviseurs (psychologues, psychosociologues, psychiatres, etc.)

Méthodes de travail

Cinq demi-journées sur l’année (3h30 par séance) – Il s’agira d’un groupe fermé (5 à 8 personnes) qui s’appuiera sur la méthode de l’analyse de groupe afin de soutenir l’élaboration autour de la clinique des interventions en institution

Stage

SM27-09

Tarif

800 €

Lieu

Paris

Dates

5 fév., 7 mai., 9 juil., 17 sept., 3 déc.
2027 (soit 17 h 30 sur 5 jours)



VENDREDI 5 FÉVRIER 2027

.....9 h 30 à 13 h
**Drweski Philippe, psychologue clinicien ; maître de conférence, université
Paris Cité, responsable du DU clinique et théorie des groupes.**

VENDREDI 7 MAI 2027

.....9 h 30 à 13 h
Drweski Philippe

VENDREDI 9 JUILLET 2027

.....9 h 30 à 13 h
Drweski Philippe

VENDREDI 17 SEPTEMBRE 2027

.....9 h 30 à 13 h
Drweski Philippe

VENDREDI 3 DÉCEMBRE 2027

.....9 h 30 à 13 h
Drweski Philippe

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 send their children to school. This is especially true in the developing world, where the cost of education is often a significant portion of a family's income.

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 people often have to work in agriculture or other low-paying jobs.

There are also many people who are illiterate because they do not have enough motivation to go to school. In many countries, people do not see the value of education, and they do not want to go to school. This is especially true in the developing world, where people often do not see the benefits of education.

There are also many people who are illiterate because they do not have enough access to schools. In many countries, schools are far away from where people live, and it is difficult for them to get to school. This is especially true in the developing world, where there are often no roads or public transportation.

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 books or other educational materials, and people do not have enough money to buy them. This is especially true in the developing world, where there are often no libraries or bookstores.

There are also many people who are illiterate because they do not have enough health care. In many countries, people do not have enough money to go to the doctor, and they do not have enough access to health care.

There are also many people who are illiterate because they do not have enough information. In many countries, people do not have enough access to the media, and they do not have enough information about the benefits of education. This is especially true in the developing world, where there are often no newspapers or television.

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