



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

L'enfant de 6 à 12 ans : conflits psychiques, sexualité et quotidien

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.



Travailler auprès d'enfants entre 6 et 12 ans demande des compétences cliniques certaines. Cela passe par une meilleure compréhension du développement psychoaffectif de la petite enfance jusqu'à l'adolescence. Grandir ne se fait pas sans heurts ; l'enfant est plus fragile, plus exposé. Comment redonner à cette étape de l'enfance sa place développementale et réfléchir à ses enjeux relationnels et affectifs ?

Proposé par Clara Nezick, psychologue clinicienne. Participation d'intervenants spécialisés.

Thèmes

Le développement psychoaffectif de l'enfance à l'adolescence. — Spécificités des conflits psychiques à cette période. — Expression pulsionnelle et libido. — Le rapport aux pairs et à l'adulte. — Le regard des adultes sur cette étape de l'enfance.

Objectifs

Définir le concept de latence. — Distinguer le fonctionnement « normal » des manifestations pathologiques. — Resituer l'enfant dans son quotidien familial, scolaire, amical...

Public et prérequis

Tous les professionnels travaillant auprès d'enfants, quel que soit le type d'accompagnement et de prise en charge (psychologues, médecins, éducateurs, professeurs des écoles, animateurs, personnel d'accueil, travailleurs sociaux, infirmiers...).

Méthodes de travail

2 + 1 jours. — Différents intervenants proposeront une réflexion plurielle à partir d'exposés théoriques et cliniques. — Échanges autour de situations cliniques apportées par les stagiaires.

Stage

SM27-22

Tarif

960 €

Lieu

Paris

Dates

20-21 mai, 11 juin 2027 (soit 21 h sur 3 jours)

Premier module

JEUDI 20 MAI 2027

Accueil des stagiaires et échange autour de leurs attentes.

Présentation de la formation.

Le développement psycho-affectif de l'enfance à l'adolescence et ses différentes étapes.

Que penser du concept de latence ?

Définition, enjeux et limites. 9 h 30 à 13 h

Nezick Clara, psychologue clinicienne en CMPP (Valence).

Entre toute petite enfance et adolescence, quelle place pour les 6-12 ans ?

Comment exister comme enfant dans la tête des adultes, parents et professionnels ?

Qu'est-ce que la préadolescence ?

Échanges autour de situations cliniques rencontrées par les stagiaires. 14 h à 17 h 30

Nezick Clara

VENDREDI 21 MAI 2027

Groupes thérapeutiques et institutions. 9 h 30 à 13 h

Nezick Clara

**Pascolini Lucas, psychologue clinicien à l'Unité de soins intensifs du soir (Usis),
association Cerep-Phymontin, Paris et au centre Claude Bernard, Paris.**

Clinique d'un CMPP : quels signes de mal-être et de souffrance de l'enfant amènent les

familles à consulter? 14 h à 17 h 30

Nezick Clara

Second module

VENDREDI 11 JUIN 2027

Le travail avec les parents et les familles. 9 h 30 à 13 h

**Lelièvre Julien, psychologue ; psychothérapeute ; thérapeute familial
d'orientation psychanalytique à Strasbourg et à Colmar.**

Nezick Clara

Travail d'élaboration avec le groupe à partir de situations cliniques rencontrées par les stagiaires.

Conclusion et bilan du stage. 14 h à 17 h 30

Nezick Clara

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 large part 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 resources to go to school. In many countries, there are not enough schools or teachers, and the quality of education is very poor. This is especially true in the developing world, where the government often does not invest enough money in education.

There are also many people who are illiterate because they do not have enough access to education. In many countries, there are not enough schools or teachers in rural areas, and people have to travel long distances to go to school. This is especially true in the developing world, where the government often does not invest enough money in education.

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