Formation Gérer la douleur

Anthony HALIMI – FORMATION

# Présentation

À l’issue de cette formation, le professionnel sera en mesure d’avoir une vue d’ensemble sur les connaissances et théories qui gouvernent aujourd’hui notre compréhension de la douleur.

Il sera capable d’élaborer une prise en charge de la douleur patient-centrée. Pour ce faire, il apprendra à repérer quand référer le patient en cas de pathologie grave (ex : pathologie neurologique s’aggravant, deficit en vitamin B12,…), de pathologie rare (ex : syndrome d’ehler-danlos…), de pathologie psychiatrique…

Il acquérira un raisonnement clinique lui permettant de s’adapter aux différentes dysfonctions du système sensoriel et de la douleur impliquées. Pour son traitement, il intègrera des outils qu’il maîtrise déjà comme l’exercice thérapeutique et la thérapie manuelle et découvrira de nouveaux outils tels que de l’imagerie motrice et divers aspects communicationnels.

La communication nouvellement maîtrisée permettra de savoir mener l'anamnèse afin d'identifier les facteurs biologiques, psychologiques et sociaux en jeu dans la symptomatologie. Elle assurera également la création d'effets contextuels positifs par la sélection de certains mots jugés comme ayant moins d'effet nocebo. Enfin elle permettra l'initiation de nouveaux comportements salutaires tels que la pratique d'une activité physique par des discours empruntés au questionnement socratique, l'entretien motivationnel et l'entretien épistémique.

# Programme détaillé

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| **Jour 1** | | | | |
| Horaire | **Thème** | Élément de contenu | Objectif spécifique | Modalité d’évaluation |
| 8h30 – 9h00 (30 minutes) | Présentation et objectifs | Discussions et présentations | Recueil des attentes et mise en place des bases théoriques à posséder | Non sujet à évaluation |
| 9h00 – 10h00 (1 heure) | La nociception | Diaporama sur les mécanismes de nociception et les modulations spinales et supra-spinales de celle-ci. Découverte des phénomènes de plasticité et de potentialisation à long terme. | Connaître l’importance des mécanismes nociceptifs et de sensibilisation et faire le lien avec des présentations cliniques | Jeu de rôle avec concours |
| 10h00 –10h30 (30 minutes) | Les perceptions | Expériences sur la capacité à moduler les perceptions par différentes techniques | Comprendre l’aspect multi-dimensionnel de la perception douloureuse et esquisser quelques clés pratiques | Evaluation lors des cas cliniques le lendemain |
| 10h30 – 10h45 (15 minutes) | Pause | | | |
| 10h45 – 11h15 (30 minutes) | Codage prédictif | Diaporama sur la théorie la plus consensuelle actuellement et prédisant le mieux les résultats des recherches expérimentales | Comprendre le conditionnement et le protectomètre | Question réflexive |
| 11h15 – 12h15 (1 heure) | Communication | Pratique d’entretien et d’explication d’imagerie | Intégration des données sur le codage prédictif en pratique | Co-évaluation en trinôme |
| 12h15 – 13h30 (45 minutes) | Pause déjeuner | | | |
| 13h30 – 14h00 (30 minutes) | Floutage cortical | Diaporama sur les altérations du schéma corporel | Reconnaître le floutage cortical en pratique clinique et comprendre son rôle dans l’incapacité du patient | Evaluation lors des cas cliniques du second jour |
| 14h00 – 15h15 (1 heure 15 min) | Imagerie motrice progressive et autres techniques de neuro-imagerie | Pratique de neuro-imagerie et apprentissage des protocoles | Savoir appliquer imagerie motrice implicite, explicite et thérapie miroir de manière optimale | Co-évaluation |
| 15h15 – 15h30  (15 minutes) | Pause | | | |
| 15h30 – 17h30 (2 heures) | Hypoalgésie induite par l’exercice et autres effets | Expérience sur les stratégies de modulation de la douleur à court terme | Savoir moduler les douleurs à court terme et dans quels cas de figure se servir de la modulation | Evaluation des effets à l’algomètre de pression |
| 17h30 – 17h45  (15 minutes) | Résumé de la journée | Retours sur la journée | Favoriser la rétention d’information, répondre aux interrogations | Non évaluée |
|  | **Total (sans les pauses) : 7 heures 30 (minimum)** | | | |
|  |  |  |  |  |
| **Jour 2** | | | | |
| Horaire | **Thème** | Élément de contenu | Objectif spécifique | Modalité d’évaluation |
| 8h30 – 9h00  (30 minutes) | Discussions | Résumé de la journée précédente | Favoriser la rétention d’information | Non évaluée |
| 9h00 – 10h00  (1 heure) | Les facteurs sensibilisants | Diaporama présentant les facteurs biologiques, psychologiques et sociaux impliqués dans l’intensité de la douleur et l’incapacité | Apprendre les facteurs à rechercher pendant l’anamnèse | Enregistrement vocal d’un cas ou anamnèse en direct |
| 10h00 – 10h15  (15 minutes) | Pause | | | |
| 10h15 – 10h45 (30 minutes) | Inflammation et axe hypothalamo-hypophysaire | Diaporama inflammation, cellules gliales et sensibilisation périphérique | Connaître les mécanismes de l’inflammation, son traitement et sa présentation clinique | Evaluation lors des cas cliniques |
| 10h45 – 12h15  (1 heure 30 min) | Anamnèse | Rédaction de questions types et identification des facteurs présents lors de l’écoute d’un enregistrement ou d’une anamnèse en direct | Apprendre les techniques de relance de discours et repérage des facteurs sensibilisants impliqués ainsi que les drapeaux rouges. Identification des objectifs | Evaluation directe par feuille de bilan |
| 12h15 – 13h30 (1 heure 15 min) | Pause déjeuner | | | |
| 13h30 – 15h00 (1 heure 30 min) | Examen clinique | Pratique des tests cliniques sensoriels et de tests de modulation de symptômes | Réaliser un examen en accord avec les preuves permettant d’assurer un soin adapté et en tout sécurité | Examen de démonstration |
| 15h00 – 15h30 (30 minutes) | Établir un plan de traitement | Diaporama et pratique avec les SMART Goals | Elaborer un plan de traitement avec des objectifs à court, moyen et long terme | Evaluation des SMART goals |
| 15h30 – 15h45 (15 minutes) | Pause | | | |
| 15h45 – 17h30 (1 heure 45 min) | Cas cliniques | Présentation cas clinique, puis évaluation par jeux de rôle et mise en relation des connaissances avec un cas difficile précédent | Intégrer l’ensemble des connaissances de la formation à des cas concrets | Evaluation par mise en situation |
| 17h30 – 17h45 (15 minutes) | Acquis | Discussions | Intégration de la formation à la pratique quotidienne et rétention des informations | Non évaluée |
|  | **Total (sans les pauses) : 7 heures 30 (minimum)** | | | |

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