

1. Title of the course:

Psychodynamic Approaches to Team-Based Clinical Practice in Psychiatry

2. Course director & faculty

2.1 Course director:

Prof. Fabian Guénolé, M.D, Ph.D.
Mental Health Division, Caen Normandy University Hospital, Caen, France
Caen, France

Fabian Guénolé, MD, PhD, is a Child and Adolescent Psychiatrist and Professor of Medicine at the University of Caen Normandy. He serves as Deputy Head of the Child and Adolescent Psychiatry Department at Caen University Hospital and is a member of Research Unit U1077 “Neuropsychology and Imagery of Human Memory.” He co-directs the clinical psychiatry curriculum and contributes to seminars on family psychotherapy, doctor-patient communication, and medical ethics in mental health. With over twenty years of clinical experience in multidisciplinary psychiatric settings and nearly a decade of service leadership, he provides national training on institutional work, team dynamics, and organizational functioning. His academic and clinical activities focus on strengthening collaborative practices and enhancing institutional frameworks in mental health services.

2.2 Faculty:

Prof. Michel Botbol, M.D,
University of Western Brittany
Brest, France

Michel Botbol, MD, is Professor Emeritus of Child and Adolescent Psychiatry at the University of Western Brittany (France) and former Head of the Child and Adolescent Psychiatry Department at Brest University Hospital. He has long-standing international experience in institutional psychiatry, psychodynamic approaches, and therapeutic milieu work, and has held several leadership roles within the World Psychiatric Association, including active involvement in the sections on Psychoanalysis in Psychiatry and Person-Centered Psychiatry. He has extensive clinical experience with adolescents presenting serious and persistent psychiatric disorders and has contributed to the development and supervision of milieu-therapy-based treatment programs. Prof. Botbol is also widely involved in international teaching activities and regularly provides training on team-based clinical practice, interdisciplinary collaboration, and the organizational dimensions of mental health care.

Prof. Maurice Corcos, M.D, Ph.D.
Department of Adolescent and Young Adult Psychiatry, Institut Mutualiste Montsouris and University Paris-Sud
Paris, France

Maurice Corcos, MD, PhD, is Professor of Psychiatry and Head of the Department of Psychiatry at Institut Mutualiste Montsouris (Paris), where he has led innovative clinical programs for adolescents and young adults with complex psychiatric disorders. He has extensive expertise in clinical leadership, team organization, and the management of multidisciplinary mental health services. His research and clinical work focus on institutional dynamics, treatment models in psychiatric care, and the functioning of teams working with high-risk youth. Prof. Corcos is also a highly experienced teacher and supervisor, regularly training clinicians in leadership skills, team functioning, and the organizational challenges of contemporary psychiatric practice. His work bridges clinical experience, institutional innovation, and pedagogical commitment across diverse mental health settings.

Dr. Hachem Tyal M.D.

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Casablanca 20250 Morocco

Hachem Tyal is a psychiatrist and psychoanalyst based in Casablanca Morocco. He is the founder of the first clinics specialized in psychiatry and addiction medicine in Africa, the *Villa des Lilas* clinics. He is the founding President of the Moroccan Association of Psychodynamic Psychiatry (MADP), the National Union of Private Practice Psychiatrists (SNPEP), and the National Federation for Mental Health (FNSM). He is also Past-President and Honorary President of ALFAPSY. He also serves as Vice-President of the World Association of Dynamic Psychiatry (WADP), the Psychoanalytic Circle, and the Moroccan Association of Community Medicine, as well as he is a member of the Executive Board of the Psychoanalysis Section (PIP Section) of WPA and of the Executive Board of the “Family Intervention Programs” Section of the World Association of Social Psychiatry (WASP). On the clinical and institutional level, he has made a substantial contribution to the development of innovative psychiatric care models, integrating psychoanalytic and humanistic frameworks within structured clinical practices centered on the person. His work is also part of a sustained effort to combat the stigmatization of mental illness in Morocco, through ongoing scientific and public communication, both in his written work and through active engagement on social media.

3. Overview

Institutional work is a major clinical and organizational challenge for mental health teams worldwide. In an era marked by increasingly complex care pathways, rising rates of serious and persistent psychiatric disorders, and growing pressure on multidisciplinary teams, the ability of clinical services to function coherently, collaboratively, and safely has become a central determinant of care quality. Psychodynamic perspectives – such as transversality, boundaries, complementarity, consistency, and elasticity – provide a well-established conceptual framework to understand institutional functioning and to support team-based clinical practice across diverse cultural and organizational contexts.

This course addresses a clear international training need: practical, evidence-informed tools for understanding and managing institutional dynamics, an aspect of psychiatric care that is essential yet often under-taught. In contrast with traditional symposia, this pre-congress course offers a strongly pedagogical, practice-oriented format, combining conceptual grounding, clinical illustration, and interactive activities.

The course addresses clinical challenges (team cooperation in complex cases), scientific issues (models of institutional dynamics), and educational needs (developing leadership and reflective team functioning). It offers participants a unique opportunity to connect theoretical perspectives with real-world clinical practice, in ways transferable to a wide range of psychiatric settings worldwide.

4. Learning objectives

At the end of this course, participants will be able to:

1. Identify key *psychodynamic principles that structure effective institutional functioning* in psychiatric settings.
2. *Recognize and analyze institutional dynamics that influence team cohesion, decision-making, and the quality of care.*
3. Apply *practical strategies from milieu-therapy and related frameworks* to support therapeutic care environments.
4. Evaluate the role of medical leadership from a psychodynamic perspective and *implement collaborative, containing leadership practices*
5. Use psychodynamically-informed *tools to improve communication, manage conflicts, and support healthy team functioning in everyday psychiatric practice.*

5. Target audience

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- Psychiatrists (early-career, mid-career, and senior clinicians)
- Child and adolescent psychiatrists involved in team-based or institutional work
- Clinical psychologists and psychotherapists working in psychiatric settings
- Heads of psychiatric units, medical leaders, and team coordinators
- Multidisciplinary mental health professionals (nurses, social workers, educators) involved in institutional care
- Residents/trainees in psychiatry seeking a deeper understanding of team dynamics
- Professionals interested in psychodynamic perspectives on organisational functioning and leadership in mental health services

6. Detailed Pedagogical Format

Four hours including a 30 mn break

Time	Contents
09:00-09:30	Introduction & objectives
09:30-10:15	Core principles of institutional functioning in psychiatric care
10:15-10:30	Analysis of institutional vignettes: Which principles are at play?
10:30-11:00	Psychodynamic milieu therapy: An adolescent example
11:00-11:15	Discussion
11:15-11:45	<i>Break</i>
11:45-12:15	Leading a psychiatric team: A psychodynamic perspective
12:15-12:45	Integration workshop
12:45-13:00	General discussion, Q&A, feedback

7. Course Content Outline

7.1 *Introduction & Objectives*

Presentation of aims, relevance of institutional work in diverse psychiatric settings, and learning outcomes.

7.2 *Core Principles of Institutional Functioning (Prof. F. Guénolé)*

Overview of key psychodynamic principles and their contribution to understanding team functioning and clinical organization.

7.3 *Analysis of Institutional Vignettes*

Short interactive exercise analysing vignettes to identify institutional processes and team dynamics.

7.4 *Psychodynamic Milieu Therapy: An Adolescent Example (Prof. M. Botbol)*

Illustration of institutional mechanisms through milieu therapy, highlighting principles transferable across cultures, populations, and services.

7.5 *Open Discussion*

Exchange on clinical implications and links between conceptual and practical elements.

7.6 Leading a Psychiatric Team (Prof. M. Corcos)

Exploration of leadership as a containing and organizing function, with emphasis on institutional dynamics, conflict management, and reflective team functioning.

7.7 Integration Workshop (Prof H Tyal)

Application of concepts through a shared vignette; small-group or plenary work.

7.8 General discussion, Q&A

Synthesis, participant feedback, and discussion of applicability to diverse international contexts.

8. Rationale for the teaching Faculty

This faculty brings together three senior clinician-scholars with complementary expertise covering core aspects of institutional work in psychiatry. Prof. F. Guénolé provides conceptual foundations and extensive experience in teaching institutional dynamics. Prof. M. Botbol offers long-standing international experience within the WPA and recognized clinical expertise in milieu therapy, providing strong, practice-based illustrations. Prof. M. Corcos contributes deep experience in clinical leadership, team functioning, and service organization. Together, they deliver a comprehensive, practice-oriented course combining conceptual clarity, clinical expertise, and pedagogical strength, ensuring international relevance and applicability across diverse psychiatric settings.

9. Material Provided to Participants

- Presentation outlines
- Materials for vignette discussions and the integration workshop
- Bibliography
- Practical resources
- Slide deck available after the course

10. Conflict of Interests:

The faculty members declare no conflict of interests.

11. References:

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