

**THE BOSTON PSYCHOANALYTIC SOCIETY AND INSTITUTE, INC.**

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**Ethics Seminar Learning Objectives and Syllabus**  
**James Walton, MD and Judith Yanof, MD, Instructors**

**Week 1 - April 16: Discussion of Vignette on Countertransference**

Learning Objective:

Candidates will be able to identify how feelings of guilt, shame and anxiety surround erotic feelings and erotic countertransference feelings, and they will also be able to describe how these feelings can make open discussion of erotic countertransference experiences difficult.

Reading

Gabbard G (1994). Sexual Excitement and Countertransference Love in the Analyst. *J. of the American Psychoanalytic Association*. 42: 1083-1106. [PEP Web Link](#)

**Week 2 – April 23: Erotic Countertransference and Self-disclosure**

Learning Objectives:

1. Based on discussion of clinical vignettes and reading candidates will be able to describe the uses and misuses of countertransference feelings in doing analysis
2. Candidates will be able to describe ways of understanding, addressing and managing erotic countertransference feelings.
3. Candidates will be able to identify the advantages and pitfalls of self-disclosure in analytic practice

Readings

Busch, F. (1998). Self-disclosure ain't what it's cracked up to be....*Psychoanalytic Inquiry* 18:518-529. [PEP Web Link](#)

Davies, J. (1994) Love in the Afternoon..." *Psychoanalytic Dialogues* 4: 153-170. [PEP Web Link](#)

**Week 3 April 30: Non-sexual Boundary Violations**

Learning Objective:

1. Based on the discussion of clinical vignettes and reading, candidates will be able to describe non-sexual boundary violations in analysis and the risks involved.
2. Based on the reading candidates will be able to describe and illustrate the concept of multiple levels of reality within a transference paradigm.

Reading:

Gabbard G and Lester E (1995). *Boundary and Boundary Violations in Psychoanalysis*. Chapter 7 [Available in the [Library](#)]

Modell, A. (1996) Other Times, Other Realities. Harvard University Press. Pp. 50=52.

#### **Week 4** May 7: Confidentiality and Self-Disclosure

##### Learning Objective:

1. Based on the reading and discussion candidates will be able to discuss problems in maintaining confidentiality in publication and presentations of clinical work.
2. Candidates will be able to describe the concept of a “slippery slope” and describe examples of enactments that can be self-serving.
3. Candidates will be able to describe risks and benefits of self-disclosure.

##### Reading

Jacobs, T. (2014). “Some Reflections on Slippery Slopes and An Approach to Those on the Edge” In The Possible Profession. New York:Rutledge. p179-188. [Available in the [Library](#)]

Lear, J. (2003). “Confidentiality as a Virtue” in Confidentiality: Ethical Perspectives and Clinical Dilemmas. Levin, C, Furlong, A, O’Neil, M.K. Eds. pp.4-17.

Slochower, J. (2003). The analyst’s secret delinquencies. *Psychoanalytic Dialogues*, 13(4): 451-469. (PEP)

#### **Week 5** May 14: Ethics and Supervision

##### Learning Objective

1. Through discussion and the reading candidates will be able to describe the supervisory contract between supervisor and candidate.
2. Candidates will be able to give examples of how the supervisor’s narcissism, envy and aggression can lead to boundary crossings and violations.

##### Reading

Jacobs, D. (2001) Narcissism, eroticism and envy in the supervisory relationship. *J. of the American Psychoanalytic Association*. 49: 813-830. [PEP Web Link](#)

#### **Week 6** May 21: Dual Relationships and Gifts

##### Learning Objectives:

1. Through discussion of a vignette and the reading candidates will be able to describe dual relationships and identify the risks of treating more than one member of a family in individual treatment.
2. Candidates will be able describe the risks and benefits to analytic work of accepting gifts from patients and discuss an approach to understanding the meaning of the gift.

##### Reading

Epstein, RS. (1994). Whom Should a Psychotherapist Treat: Problems of Patient Selection When a Dual Relationship Exists. in *Keeping Boundaries*. Chapter 7 pp127-143 [Available in the [Library](#)]

Talan K. H. (1989) Gifts in Psychoanalysis... *Psychoanal St. Child* 44:149-163.

Optional: Silber, A. A Patient's Gift... 1969 *IJP* 50:335-341.

### **Week 7** May 28: Illness in the Analyst

#### Learning Objectives:

1. Through discussion of a vignette and reading candidates will be able to describe the risks and benefits of the analyst's self-disclosure of serious illness.
2. Candidates will be able to discuss the ethical obligation of an analyst with terminal illness to inform their patients and make provisions for their care.

#### Reading:

Brody, S.R. (2013). Entering Night Country: Reflections on Self-Disclosure and Vulnerability. *Psychoanalytic Dialogues*, 23:1, 45-58.

Fajardo, B. (2001). Life-threatening illness in the analyst. *JAPA*, 49:569-586. (PEP)

Morrison, A.L. (1997), Ten years of doing psychotherapy while living with a life-threatening illness. *Psychoanal Dial.* , 7:225-241. (PEP)

### **Week 8** June 4: Ethics and Psychoanalytic Institutions

#### Learning Objective:

1. Through discussion of the reading candidates will be able to describe the obstacles that make open discussion of boundary violations difficult in psychoanalytic institutes.
2. Candidates will be able to describe the benefits of consultation in restoring institutional integrity in the aftermath of egregious boundary violations.
3. Through discussion of a fictional vignette candidates will recognize professional conflicts and dilemmas that can arise when institutional policies are not followed consistently.

#### Reading

Honig, R.G., Barron, J.W. (2013) Restoring Institutional Integrity in the Wake of Sexual Boundary Violations: A Case Study. *JAPA* 61: 897-924.

Yanof, Judith A. "Introductory Remarks to April 30<sup>th</sup> Meeting". *BPSI Bulletin*. May 2012