

**THE BOSTON PSYCHOANALYTIC SOCIETY AND INSTITUTE**  
**141 Herrick Road, Newton Centre, Massachusetts 02459**

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

**Week 1 - April 6: Confidentiality**

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 and critically discuss three possible solutions to the dilemma of writing about patients and protecting confidentiality.

Reading

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. [Available in the [Library](#)]

Galatzer-Levy, R. (2003). "Psychoanalytic Research and Confidentiality: Dilemmas" in Confidentiality: Ethical Perspectives and Clinical Dilemmas. Levin, C. Furlong, A. O'Neil, M.K. Eds. Pp. 86-106. [Available upon [Request from the Library](#)]

Chodorow, N, Goldblatt, M, Kantrowitz, J, (2017) "Confidentiality in Case Presentations" BPSI. [Available upon [Request from the Library](#)]

Optional

Kantrowitz, J. (2006). "Patients' Accounts of the Effect of Reading About Themselves: Patients Who Are Not Analysts" in *Writing About Patients*. Other Press. Chapter III: 11. pp. 197-222. [Available upon [Request from the Library](#)]

**Week 2 – April 13: 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 upon [Request from the Library](#)]

Talan K. H. (1989) Gifts in Psychoanalysis... *Psychoanal St. Child* 44:149-163. [PEP Web Link](#).

Optional: Silber, A. A Patient's Gift... 1969 *IJP* 50:335-341. [PEP Web Link](#).

## Week 3 April 20: 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 upon [Request from the Library](#)]

Modell, A. (1996) *Other Times, Other Realities*. Harvard University Press. Pp. 50-52. [Available upon [Request from the Library](#)]

Slochower, J. (2003). The analyst's secret delinquencies. *Psychoanalytic Dialogues*, 13(4): 451-469. [PEP Web Link](#).

## Week 4 April 27: Discussion of Vignette on Countertransference

### Learning Objective:

1. 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.
2. Candidates will be able to discuss how sexual boundary violations happen.

### Reading

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

### Video

Celenza, A. "Sexual Boundary Violations: How Do They Happen?" On-line (Password will be provided by instructors)

## Week 5 May 4: 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](#)

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 upon [Request from the Library](#)]

## Week 6 May 11: 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. [[Link to Online Publication](#), available upon [Request from the Library](#)]

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

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

**Week 7** May 18 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 8** May 25: Ethics and Using Modern Technology with Patients

## Learning Objectives:

1. Through discussion and the reading candidates will be able to describe two ethical principles that will help guide ethical decision-making around the use of emails and texting.
2. Through discussion and reading candidates will be able to explain two liability risks in using email with their patients.
3. Through discussion of the vignette candidates will be able to describe one way in which the email exchange affected the treatment in this clinical example.

## Reading:

Recupero, PR. (2005). Email and the doctor-patient relationship. *Jour. Amer. Acad. Law*, 33: 465-475. [Available upon [Request from the Library](#)]

Gabbard, GO. (2001). Cyberpassion: erotic transference and the internet. *Psychoanalytic Quarterly*, 70:4: 719-737. [PEP Web Link](#)

Suler, J. (2004). The online disinhibition effect. *Cyberpsychology and Behavior*, 7: 3: 321-32. [Available upon [Request from the Library](#)]