



Psychoanalytic Training, Year I
Winter 2017-2018

Ethics

James Walton, MD
and Judith Yanof MD

Week 1 – November 30: Confidentiality

Learning Objectives:

1. At the conclusion of this session, candidates will be able to discuss three 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. Check the reading folder or request from library@bpsi.org]

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 in the library. Check the reading folder or request from library@bpsi.org]

Chodorow, N, Goldblatt, M, Kantrowitz, J, (2017) “Confidentiality in Case Presentations” BPSI. [Available in the library. Check the reading folder or request from library@bpsi.org]

Week 2 – December 7: Confidentiality

Learning Objectives:

1. At the conclusion of this session, candidates will be able to describe three historical factors that have contributed to the erosion of confidentiality with the analyst’s dual allegiance to patients and society.
2. Based on the reading and discussion candidates will be able to describe reactions of patients to reading about themselves in the literature.

Mosher, Paul W. and Berman, Jeffrey (2015) Introduction and We Have Met the Enemy, and He (Is) Was Us in Confidentiality and Its Discontents: Dilemmas of Privacy in Psychotherapy. New York: Fordham University Press. pp. 1-43. [Available in the library. Check the reading folder or request from library@bpsj.org]

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 in the library. Check the reading folder or request from library@bpsj.org]

Week 3 – December 14: Dual Relationships and Gifts

Learning Objectives:

1. At the conclusion of this session, candidates will be able to describe dual relationships and identify two 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.

Epstein, RS. (1994). Whom Should a Psychotherapist Treat: Problems of Patient Selection When a Dual Relationship Exists. in Keeping Boundaries. Chapter 7 pp 127-143 [Available in the library. Check the reading folder or request from library@bpsj.org]

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 4 December 21: Illness in the Analyst

Learning Objectives:

1. At the conclusion of this session, candidates will be able to describe three 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.

Brody, S.R. (2013). Entering Night Country: Reflections on Self-Disclosure and Vulnerability. Psychoanalytic Dialogues, 23:1, 45-58. [PEP Web Link](#).

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 5 January 4: Non-sexual Boundary Violations

Learning Objectives:

1. At the conclusion of this session, candidates will be able to describe three 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.

Gabbard G and Lester E (1995). Boundary and Boundary Violations in Psychoanalysis. Chapter 7 [Available in the library. Check the reading folder or request from library@bpsl.org]

Modell, A. (1996) Other Times, Other Realities. Harvard University Press. pp. 50-52. [Available in the library. Check the reading folder or request from library@bpsl.org]

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

Week 6 January 11: Discussion of Vignette on Countertransference

Learning Objectives:

1. At the conclusion of this session, candidates will be able to identify how feelings of guilt, shame and anxiety surround erotic feelings and erotic countertransference feelings, and they will be able to describe two ways these feelings can make open discussion of erotic countertransference experiences difficult.
2. Candidates will be able to discuss how sexual boundary violations happen.

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 7 January 18: 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. At the conclusion of this session, candidates will be able to identify three advantages and pitfalls of self-disclosure in analytic practice.

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. pp 179-188. [Available in the library. Check the reading folder or request from library@bps.org]

Week 8 January 25: Ethics and Using Modern Technology with Patients

Learning Objectives:

1. At the conclusion of this session, 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.

Recupero, PR. (2005). Email and the psychiatrist-patient relationship. Jour. Amer. Acad. Law, 33: 465-475. [Available in the library. Check the reading folder or request from library@bps.org]

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 in the library. Check the reading folder or request from library@bps.org]