

Process: Ethics – Year One Psychoanalytic Training

Instructor: Diane Wolman, MSW, LICSW

3rd Trimester 2018-2019: March 29, 2019 – April 26, 2019, 3:30-5:00pm

It can be said that a person who knows the difference between right and wrong and chooses what is right is moral. A person whose morality is reflected in his willingness to do the right thing—even if it is hard or dangerous—is ethical. Moral codes are personally and culturally determined. Ethics Codes pertain to professions.

Ethics courses tend to focus on obvious boundary violations involving sexual involvement between analyst and patient. In this course I would like us to look at the mandate of psychoanalysis...a form of treatment in which the psychoanalyst endeavors to help their patients to grow by involving themselves deeply and intimately with a patient. The psychoanalyst has to balance this intimacy while employing an observing ego that allows the psychoanalyst to maintain a professional stance. No other profession intentionally increases the transference and emotional valence between two people and in a completely confidential setting as an essential part of treatment. We will explore how deep involvement while in a relationship with inherent powerful transference/countertransference feelings and unequal power is fraught with dangers in moving from necessary and helpful enactments to boundary crossings and violations. We have special obligations and risks as professional psychoanalysts.

We will endeavor to understand the ways in which the profession of psychoanalysis has inherent within it many possibilities for ethical dilemmas. We will open up a safe space in which we can consider what it means to practice psychoanalysis ethically and how to know and successfully address situations where we feel we may be entering into dangerous territory.

This course will endeavor to explore questions rather than to give answers.

LEARNING OBJECTIVES:

At the end of this course associates will be able to

1. Consider and begin to develop their own understanding of morality and ethics as it pertains to the practice of psychoanalysis. This understanding will lead to better clinical outcomes for their patients and improved retention of patients.
2. Recognize and be able to resolve conflicts related to dealing with money. This will lead to increased intimacy and safety in treatments resulting in greater retention of patients and increased ability for patients to work at a deeper level.
3. Resolve professional identity issues with regard to codes of ethics for their own practice. In so doing associates will come to be identified as psychoanalysts in a way that will lead to increased commitment to this form of treatment.

Session 1: March 29

DEFINING ETHICS FOR OURSELVES

In this session we will look at the questions: What are ethics? What are morals? What does it mean to behave ethically as a psychoanalyst? How does the practice of psychoanalysis present its own unique need for a code of ethics? In what ways, if any, are the responsibilities and ethics required to practice psychoanalysis the same and different from the profession in which you were licensed?

In order to answer these questions we will look at what our job is and what our obligations to our patients are. Howard Levine sets the stage for us by explicating the inevitable and necessary asymmetry and primal seduction inherent in the work between analyst and patient and Stanley Coen sheds light on some of the narcissistic pulls that psychoanalysts may experience.

In preparation for this class, please be prepared to discuss what you believe your responsibilities are toward your patients. Please read and bring to class the code of ethics for your professional license, if you have one.

- Levine, H.B. (2017). Book Review: The Ethical Seduction of the Analytic Situation: The Feminine-Maternal Origins of Responsibility for the Other by Viviane Chetrit-Vatine. *Psychoanal. Quart.* (86) 501-505. [\[PDF\]](#)
- Coen, S.J. (2007). Narcissistic Temptations To Cross Boundaries And How to Manage Them. *J. Amer. Psychoanal. Assn.*, 55(4) 1169-1190 [\[PEP-Web\]](#)
- Wolman, Case Report (part one) [\[In-class Handout\]](#)

Session 2: April 5

STUDENT STATUS AND ETHICS

During this session we will explore the impact of being a student on the analytic process and how it may contribute to ethical dilemmas. We will consider all the pressures that come to bear on the student and how to navigate the desire to impress consultants and teachers with our obligations to our patients.

Please come to class prepared to discuss the following:

1. Any thoughts or concerns you are currently having or have had in the past regarding the pressures to “perform” and how they impact your relationships with your patients.
 2. Your thoughts and or concerns about balancing your patients’ rights to confidentiality with the obligations of being a student and to the profession of psychoanalysis.
- Ehrlich, J. (2003) Being a Candidate: Its Impact on Analytic Process. *J. Amer. Psychoanal. Assn.*, 51(1): 177-200. [\[PEP-Web\]](#)
 - Levine, H.B. (2017) Psychoanalytic Professional Ethics and Patient Confidentiality. *Psychoanalytic Discourse*, (4) 1-6. [\[PDF\]](#)

Session 3: April 12

LOVE, MONEY, AND ETHICS

In this session, we will explore the demands made on the analyst to in two realms: the financial relationship between analyst and patient and the love relationship between analyst and patient.

The analytic relationship is a very peculiar one in that it involves tremendous intimacy within a financial relationship.

Please come to class prepared to discuss the following:

1. a situation where you have felt conflicted about how to deal with finances
 2. a situation where you have felt challenged by the a patient's "dependent and ruthless love."
- Myers, K. (2008) Show Me the Money: (the "Problem" of) the Therapist's Desire, Subjectivity, and Relationship to the Fee, Contemporary Psychoanalysis, 44(1) 118-140. [\[PEP-Web\]](#)
 - Bergstein, A. (2011). The Painful Vicissitudes of the Patient's Love: Transference-Love and the Aesthetic Conflict. Contemp. Psychoanal, 47(2): 224-244 [\[PEP-Web\]](#)

Session 4: April 19

MANAGING CONFLICTING NEEDS IN OUR PATIENTS AND OURSELVES

The articles for this session deal with the thorny issues of regression and self-disclosure.

Please come to class prepared to discuss a case example of your own self-disclosure; how you made the decision to disclose what you did and how you felt about it after.

- Coen, S.J. (2000). The Wish to Regress in Patient and Analyst. J. Amer. Psychoanal. Assn., 48 (3):785-810 [\[PEP-Web\]](#)
- Greenberg, J. (1995). Self-disclosure: Is It Psychoanalytic? Contemp. Psychoanal., 31:193-205 [\[PEP-Web\]](#)
- Wolman, Case Report (part 2) [\[In-class Handout\]](#)

Session 5, April 26

NUTS AND BOLTS

During this session we will go over some of the nuts and bolts of our profession that help us to practice ethically. You will be provided with relevant forms and templates at the fourth session and are encouraged to bring in their own forms and any questions or concerns they have regarding them.

Topics discussed will include:

- Setting up the Frame
- Disclosure Statement
- Disclosure of training status
- Professional will
- Gifts
- Teletherapy
- Suicide Risk Assessment