

# The analytical and ethical stance of a bpf trainee

## Introduction

This document is a formal statement of the values, principles, and standards that guide professional conduct within a specific field. It serves as both a compass and a commitment defining the ethical expectations, responsibilities, and behaviours required of all trainees and students. This document has been carefully drafted by the Chief Executive Officer and Directors of our professional trainings to ensure that every trainee (who may otherwise be referred to as a student) understands what is expected of them throughout their psychotherapy training. It outlines the core values and standards that underpin our approach to psychoanalytic, psychodynamic, and Jungian practice, and is designed to support your personal and professional development as you progress through your training.

Trainees are expected to read this document in conjunction with our Code of Conduct, as both documents together provide a comprehensive framework for ethical and professional behaviour within the bpf community. Trainees should also be familiar with the BPC's Standards of Conduct, Practice and Ethics and/or the ACP's Code of Professional Conduct and Ethics depending on the training you are undertaking.

As a trainee at The British Psychotherapy Foundation (bpf) you are expected to commit to the highest standards of professional development, personal integrity, ethical behaviour and relational sensitivity. You recognise that psychoanalytic, psychodynamic and Jungian training demands rigorous self-reflection, respectful therapeutic presence, accountable practice, and a commitment to the welfare of the patient. You will understand that a psychotherapy training is different from other professional trainings, because it involves personal development as well as knowledge acquisition and clinical skill development.

Personal development is at the core of our training, and this can be an emotional and unpredictable path. Psychoanalytic, psychodynamic and Jungian approaches hold the unconscious at the centre of our work, and an analytic training allows for reflection on our own unconscious responses to our work, relationships and the world around us.

This document sets out the values, behaviours and obligations you are expected to undertake during your training.

## 1. Core Values

1. **Respect for persons and human dignity** – You recognise the intrinsic worth of every person, and you treat patients, peers, supervisors, teachers, colleagues and yourself with dignity, sensitivity and non-discrimination.
2. **Emotional maturity, honesty and resilience** – You are aware that psychotherapy training can and will be emotionally difficult at times and you will be prepared to stay with difficult feelings, including disagreements or differences of opinions, and you will engage in thinking about these with others.
3. **Personal analysis is at the core of training** – You understand that a psychoanalytic or Jungian training centres on personal analysis and you are willing to take emotional and personal issues that arise in your training to your own analysis to work through.
4. **Reflection before action** – You understand the psychoanalytic approach centres on reflection ahead of action.
5. **Integrity & honesty** – You commit to openness, truthfulness, clarity of roles, and fidelity to your professional commitments and academic pursuits, acknowledging limits of competence and avoiding exploitation.
6. **Responsibility & accountability** – You accept responsibility for your conduct, decisions, and professional development, recognising your duty of care to patients, colleagues, and the public interest.
7. **Reflective practice & self-awareness** – You engage proactively in self-reflection, supervision and personal analysis, recognising the central importance of the self in analytic work and the training milieu.
8. **Commitment to competence and development** – You engage fully in the training offered by bpf, maintain and develop your knowledge, skills, self-awareness and ethical sensitivity
9. **Confidentiality and trust** – You sustain the conditions of trust that enable psychotherapeutic work: you protect information, respect boundaries, and use appropriate professional discretion
10. **Social justice, diversity and inclusion** – You demonstrate awareness of power, privilege, diversity, difference and the social conditions of mental health. You commit to avoiding discrimination, stereotyping, pathologising difference, and to practising cultural humility.
11. **Ethical relational boundaries** – You maintain clear boundaries in the therapeutic and supervisory/educational relationships, and avoid dual relationships or conflicts of interest that might impair objectivity or client welfare

## 2. Required Behaviours & Standards

As a bpf trainee you shall:

### 2.1 Professional Conduct

- Behave ethically, courteously and professionally at all times in your training, practice and relationships with patients, supervisors, peers and staff.
- All decisions relating to any part of your training such as placement, training patients and status of your own analysis, must be made in consultation with the core training team.
- Bring any difficulties and disagreements in supervisory relationships to the training team and be prepared to think about unconscious processes.
- Understand that how you behave with staff is a professional issue and can become part of the training feedback process.

- Understand and abide by the BPC's and or the ACP's code of ethics and conduct.
- Recognise that behaviour outside immediate clinical or training settings, including your presence on social media, may still impact your professional credibility and may therefore be subject to review.

## 2.2 Client Focus & Good Practice

- Always act in the best interests of patients, and actively seek out supervision and/or advice from course tutors as appropriate.
- Ensure you provide appropriate and transparent information about your role, the training status, fees (if applicable), terms of engagement, and limits of confidentiality.
- Respect the autonomy of patients: involve them in decisions, gain informed consent, respect their right to refuse or end therapy.
- Keep accurate, timely, legible records of work with patients and comply with data-protection and confidentiality standards.
- Participate fully *in personal analysis and supervision*, addressing personal issues that may impair your capacity to practise safely and effectively.

## 2.3 Competence & Professional Development

- Recognise the limits of your skills and experience; do not undertake work beyond your competency nor misrepresent your status.
- Be prepared to take responsibility for your learning and development including proactively engaging with course materials and sourcing and reading texts.
- Be prepared to continue or re-start a personal analysis if the need arises at any point.
- Engage in personal analysis at the frequency required by the training programme that you are a member of and take responsibility for any breaks and ruptures by informing the relevant training committee and/or your personal tutor of same.
- Attend all required training sessions, seminars, supervision, and personal analysis as defined by the bpf training programme.
- Be emotionally open and honest, and engage in self-reflection during all aspects of your training.
- Engage with reflective practice: review your work honestly, welcome feedback, learn from mistakes, and incorporate new learning from theory, research and practice.
- Be curious about your own difficult or negative feelings. Be open to talking about and thinking about your own difficult or negative feelings. Be prepared to think about conflict or disagreements in a curious and thoughtful way.
- Keep up to date with developments in psychoanalytic practice, ethics, safeguarding, diversity and inclusion.

## 2.4 Boundaries, Dual Relationships & Power

- Be alert to possible conflicts of interest, dual or multiple relationships (e.g., being both therapist and friend, or trainer and therapist) and avoid situations which may impair your professional judgement or exploit the therapeutic relationship.
- Avoid any sexual or exploitative relationship with a client (current or former) or other vulnerable person connected to your training/work.

- Clearly differentiate your role as trainee-therapist, student, supervisee and peer; maintain appropriate boundaries in each role, and as far as possible resolve personal issues and conflicts in your analysis, rather than bringing these into supervisory or training relationships. Recognise that training is bound to bring up earlier feelings about caring and authority figures and try to respond with thoughtfulness when this occurs.
- Disclose to your supervisor or training director any personal or professional relationship with a client, peer, or training colleague that might create a conflict or boundary risk.

## 2.5 Confidentiality, Data Protection & Privacy

- Uphold patient confidentiality: do not share or use patient information except with consent, or when legally obliged to do so (e.g., safeguarding concerns).
- Secure patient records and understand the implications of digital, remote and face-to-face work for privacy, consent and data protection.
- In supervision, anonymise patient information unless specific consent is given or required by training regulations.

## 2.6 Self-care, Well-being & Fitness to Practice

- Acknowledge that your own physical, emotional, mental health and personal development affect your capacity to work effectively and ethically.
- Seek support, supervision or personal therapy if needed and inform your supervisor/training director if your health or wellbeing is affecting your practice.
- Maintain the professional transition from trainee to practitioner by developing resilience, reflective capacity and peer networks.

## 2.7 Diversity, Inclusion & Anti-Discrimination

- Demonstrate sensitivity to diversity (cultural, ethnic, gender, sexuality, age, disability, religion), and challenge oppressive, pathologising or discriminatory attitudes in yourself, your peers and in practice.
- Practice cultural humility: recognise the limits of your own worldview, seek to understand difference and its implications for the therapeutic relationship and power dynamics.

## 2.8 Professional Relationships & Teamwork

- Collaborate respectfully with colleagues, supervisors, trainers, and other professionals, sharing information appropriately and contributing to a safe, reflective learning environment.
- Refer or consult when necessary and appropriate; never work in isolation if you lack the requisite competence or experience.

## 2.9 Transparency & Feedback

- Be open to feedback, appraisal and review from your supervisors, trainers, colleagues and the training institution.
- Contribute to a culture of constructive peer reflection and learning; raise concerns about unsafe or unethical practice via the appropriate channels.

### 3. Breaches, Concerns & Consequences

- Breaches of this Code by a trainee may be subject to the bpf's training-disciplinary or remediation processes, in line with the bpf's policy for trainee conduct and professional standards.
- Trainees have the right to raise concerns if they perceive unethical or unsafe practice in peer, supervisory or institutional contexts.
- The bpf training programme reserves the right to review a trainee's progression, extension or termination of training if there is serious or unresolved breach of standards or persistent failure to meet required behaviours.

Version	Date	Description of Amendments	Author
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