

edited by
Joshua M. Gold

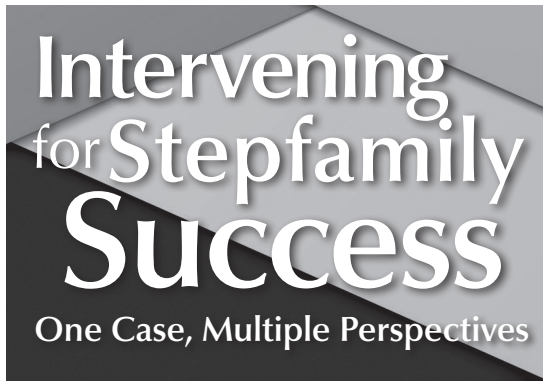
Intervening for Stepfamily Success

One Case, Multiple Perspectives



AMERICAN COUNSELING
ASSOCIATION

6101 Stevenson Avenue, Suite 600
Alexandria, VA 22304
www.counseling.org



Copyright © 2019 by the American Counseling Association. All rights reserved. Printed in the United States of America. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

American Counseling Association

6101 Stevenson Avenue, Suite 600
Alexandria, VA 22304

Associate Publisher Carolyn C. Baker

Digital and Print Development Editor Nancy Driver

Senior Production Manager Bonny E. Gaston

Copy Editor Kay Mikel

Cover and text design by Bonny E. Gaston

Library of Congress Cataloging-in-Publication Data

Names: Gold, Joshua M. (Joshua Mark), author.

Title: Intervening for stepfamily success : one case, multiple perspectives / Joshua Gold.

Description: Alexandria, VA : American Counseling Association, [2019] | Includes bibliographical references and index.

Identifiers: LCCN 2018047567 | ISBN 9781556203732 (pbk. : alk. paper)

Subjects: LCSH: Stepfamilies. | Family counseling.

Classification: LCC HQ759.92 .G645 2019 | DDC 306.874/7—dc23 LC record available at <https://lcn.loc.gov/2018047567>

A decorative graphic consisting of several overlapping, diagonal rectangular shapes in shades of gray and black, creating a layered, geometric effect. The text "Table of Contents" is centered over this graphic in a white, sans-serif font.

Table of Contents

Preface	v
About the Editor	vii
About the Contributors	ix
Acknowledgments	xiii

PART I

Introducing the Case Study

Chapter 1	
What We Know About Stepfamilies	3
<i>Joshua M. Gold</i>	

PART II

Specific Family Counseling Models Applied to the Case Study

Chapter 2	
Adlerian Family Therapy	17
<i>Tara M. Hill</i>	
Chapter 3	
Transgenerational Family Counseling	29
<i>Kathie T. Erwin</i>	
Chapter 4	
Prescriptive Play Therapy	41
<i>Gloria Bieret</i>	

Chapter 5		
	Structural Family Therapy	49
	<i>Debra Hyatt-Burkhart</i>	
Chapter 6		
	Cognitive Behavioral Model	63
	<i>Kimberly Duris</i>	
Chapter 7		
	Solution-Focused Brief Therapy	75
	<i>Kristin L. Bruns and Luke Barker</i>	
Chapter 8		
	Narrative Family Therapy	87
	<i>Diane Clark O'Brien and Rebecca George</i>	

PART III

Professional Issues

Chapter 9		
	Ethical Considerations for Counseling Stepfamilies	103
	<i>Naomi J. Wheeler and Michael E. Deitz</i>	
Chapter 10		
	Blended Families of Color, Gay and Lesbian Blended Families, and Blended Worldviews	115
	<i>Darrick Tovar-Murray, Breanna Jones, Dallas Wright, Samuel Donham, and Antonio Porter</i>	
Chapter 11		
	Concluding Thoughts	139
	<i>Joshua M. Gold</i>	
	Index	143

The title 'Preface' is centered within a graphic consisting of several overlapping, semi-transparent rectangular shapes in shades of gray and black, creating a layered, geometric effect.

Preface

This book was developed as a clinical primer to provide the reader with concrete examples of how to apply multiple family systems theories and techniques to stepfamily concerns using a single case study approach. Given the ongoing escalation in the numbers of stepfamilies, and the probability that clinicians, regardless of the setting of counseling practice, will experience growing numbers of stepfamily concerns in their clinical caseloads, the availability of multiple approaches to support stepfamily success will be a welcome resource. This is a practitioner book. It assumes the reader has basic knowledge of theory-based treatment planning, systems thinking, and family theory. The chapters build on those foundations by illustrating how clinicians from different modalities might address the issues facing our case study stepfamily.

Chapter 1 introduces the case study that is used in subsequent chapters to illustrate each theoretical approach. This chapter explains the advantages of using a single case study across diverse models. Chapters 2 through 8 apply specific models to this single case. Chapters 9 and 10 discuss ethics and diversity issues specific to counseling stepfamilies. Chapter 11 provides some concluding comments.

One Stepfamily Case Study, Multiple Approaches Illustrated

The repeated use of the same stepfamily to illustrate differing models provides a window into how each model could be of help and how to ascertain the best fit for the counselor and the presenting stepfamily and issue.

The application of theory-based treatment planning through the clinical lens of various family counseling approaches clarifies how experienced counselors conceptualize the case from their professional orientation. Contributions from practicing family counselors show how differing models do, and do not, work with differing stepfamily concerns in real life. The concluding advice for students and practitioners regarding each model comes not from theoreticians but from practitioners and is a valuable resource for those who seek to develop their family counseling skills.

The presentation and explanation of outcome data enables clinicians to establish best practices relative to their specific model of counseling. Reviewing these studies also provides those who would contribute to the growing professional knowledge with examples of how to design and implement such research.

Each chapter author reflects on the efficacy of the clinical intervention through the lens of the following two questions: (1) What factors of client diversity influence your choice of interventions with your stepfamily clients? and (2) How do these factors influence your clinical service delivery?

Target Audience

This book demonstrates how clinical experts working with different family systems models would approach a single family case study. The text provides new and experienced clinicians with a professional resource guide that no other publication can match. The intended target audience includes all counselors and mental health professionals seeking to provide understanding, legitimization, and facilitation of stepfamily development. This book is intended for clinical development purposes; therefore, its utility transcends specific training programs or settings and is a valued contribution to clinicians' professional libraries. This is a practical handbook for professionals in their graduate training programs and for counselors, social workers, psychologists, and marriage and family therapists who count stepfamilies among their caseload.



About the Editor

Joshua M. Gold, PhD, is a professor and doctoral program coordinator in the counselor education program at the University of South Carolina. He has published more than 65 peer-reviewed manuscripts, books, and book chapters. He is the author of *Stepping In, Stepping Out: Creating Stepfamily Rhythm*, as well as several journal articles related to stepfamily functioning and success.



About the Contributors

Luke Barker, MEd, LPC, is a recent graduate of the counseling program at Youngstown State University. He currently works as a community mental health worker in northeast Ohio. He has 4 years of experience working with families in rural areas, and his research interest includes the impact of trauma on the family.

Gloria Bieret, EdD, is an adjunct professor at Buena Vista University. She is an RPT-S and has worked with children and families experiencing family transitions for the past 10 years and is currently in private practice.

Kristin L. Bruns, PhD, is an assistant professor in the counseling program at Youngstown State University and has 10 years of clinical experience. She has worked in college mental health, community mental health, and in a private practice setting.

Michael E. Deitz, MEd, NCC, is a doctoral student in counselor education at Virginia Commonwealth University. He has 2 years of experience working in university counseling centers, where he explored topics of blended families, divorce, and steprelatives. His current research focuses on the wellness of student-athletes and proper counseling techniques for this population.

Samuel Donham, MEd, is a recent graduate of the counseling program at DePaul University. He currently works as a community mental health worker in Chicago.

Kimberly Duris, EdD, is a faculty member in the master's of arts in clinical mental health counseling program at Lewis University. She has over 15 years of professional work experience in the mental health field, including work with dually diagnosed adolescents, severe to chronically mental ill adults, and clinical supervision for master's-level interns and master's degreed professionals seeking licensure.

Kathie T. Erwin, EdD, LMHC, NCC, is an associate professor in the School of Psychology & Counseling at Regent University. She has 25 years of clinical practice experience, has authored seven counseling books, trains psychological first aid teams internationally, and is on the Fulbright Specialist Roster for international teaching and research.

Rebecca George, PhD, LPCS, is a clinical coordinator and faculty member for the clinical mental health counseling program at Webster University. Her research interests include social justice and multicultural supervision, and she has clinical experience working in community mental health and private practice settings to assist underserved youth and adolescents.

Tara M. Hill, PhD, is an associate professor at Wright State University. A professional counselor for 17 years, she has worked in community mental health and private practice, counseling families with diverse structures, including blended families.

Debra Hyatt-Burkhart, PhD, is an associate professor in the Department of Counseling, Psychology & Special Education at Duquesne University. A licensed professional counselor whose practice of 25 years has focused on marriage and family counseling, she has provided in-home family counseling, clinical supervision, and counselor training using a structural family therapy lens.

Breanna Jones, MEd, is a school counselor at Fees College Preparatory Middle School. Her experience includes working with blended families and diverse populations in a high school in urban Chicago, Illinois, and a middle school in Tempe, Arizona.

Diane Clark O'Brien, PhD, is a faculty member and program coordinator for Webster University. She has previously published chapters for books and is a frequent presenter at national, regional, and local professional conferences, covering such topics as grief issues, aging, trauma, and clinical supervision.

Antonio Porter, MEd, is a recent graduate of the counseling program at DePaul University, and he has worked in higher education for 4 years.

Darrick Tovar-Murray, PhD, is an associate professor in the counselor program at DePaul University. He has taught counseling and couples and family counseling for 13 years and has worked in a variety of community settings for 10 years.

Naomi J. Wheeler, PhD, LMHC, NCC, is an assistant professor in the counselor education program at Virginia Commonwealth University. She has extensive clinical and administrative experience with couples and families that includes work at a university-based community counseling clinic and research center.

Dallas Wright is a graduate student in the counseling department at DePaul University. His clinical experience includes facilitating adolescent and young adult therapy groups, and his research interests include reentry experiences in urban communities and the psycho-emotional impact of incarceration.



Acknowledgments

I must acknowledge the outpouring of interest from clinicians when I posted a request for authors on CESNET for this, my first edited book. The value of this book is directly tied to the academic strength and clinical expertise of its contributors. I appreciate their willingness to offer their individual expertise and to adhere to the organizational and administrative protocols for this project.

I gratefully acknowledge the thoughtful feedback provided by the reviewers who cared enough about the quality of the work and the value of its topic to offer their perspective for my consideration. I also honor the support and guidance provided by Nancy Driver, Carolyn Baker, and the professionals at ACA who helped me hone the thesis of this book and supported its enactment. Their consistent patience and input were critical to its evolution as I worked to strengthen the content while allowing the authors' voices to emerge. This book has truly been a team effort. My name appears on the cover, but I could not have accomplished this feat without the notable contributions of the individuals mentioned here.

