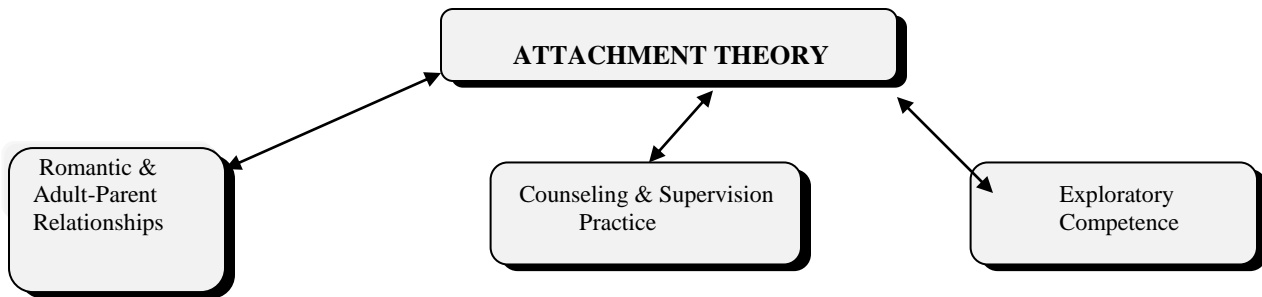


## *Adult Attachment Theory Programmatic Research<sup>1</sup>*



Pistole, 1989b  
 Pistole, 1993  
 Pistole & Tarrant, 1993  
 Pistole, 1994a  
 Pistole, 1995a  
 Pistole, 1995b  
 Pistole, Clark, & Tubbs, 1995  
 Pistole, 1996  
 Pistole & Vocaturo, 1999  
 Pistole, 1999b  
 Pistole & Arricale, 2003  
 Kalsner & Pistole, 2003  
 Roberts & Pistole, 2009  
 Pistole, Roberts, & Mosko<sup>2</sup>  
 Pistole<sup>2</sup>  
 Pistole & Roberts, & Chapman<sup>2</sup>  
 Pistole & Roberts<sup>3</sup>  
 Mosko & Pistole<sup>3</sup>

Pistole, 1989a  
 Pistole & Watkins, 1995  
 Pistole, 1997  
 Pistole, 1999a  
 Pistole & Fitch, 2008  
 Pistole, Fitch, & Gunn<sup>3</sup>

Pistole, 1988  
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 Pistole & Filer, 1991  
 Pistole & Cogdal, 1993  
 Pistole, 1994b  
 Pistole, 1994c  
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 Pistole & Roberts, 2002  
 Pistole, 2003  
 Pistole & Marson, 2005  
 Servaty-Seib & Pistole, 2007  
 Pistole, Kinyon, & Keith, 2008  
 Kinyon, Keith, & Pistole, 2008  
 Miville et al., 2009

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### *Data Collected: In Progress or in Preparation*

Pistole, Edwards, & Fitch  
 Edwards & Pistole  
 Mosko & Pistole  
 Pistole, Han, & Caldwell  
 Hu & Pistole  
 Lee & Pistole  
 Han & Pistole

Gunn & Pistole  
 Fitch & Pistole

Summer & Pistole  
 Gu & Pistole  
 Mathers, Pistole, & Kelly

<sup>1</sup>ISI Web of Science Citations = 250 (August, 2009).

<sup>2</sup>in press.

<sup>3</sup>Current Scholarship, submitted/in progress in press.

## **Statement of Research Interest Development, Mary Carole Pistole**

I became interested in attachment theory during my doctoral program. In counseling practice, my clients, traditional and non-traditional aged college students from varied backgrounds, were intensely distressed but gained competence and satisfaction in love and work (e.g., learning) as they addressed issues with romantic partners, parents, and faculty. While counseling these clients, I observed how thoroughly attachment theory captures the intense affect and anchoring that people experience in their emotionally important relationships. The theory is a powerful source of scholarship that is relevant to people's everyday lives and to counseling training and practice. Because such important relationships are the matrix for development, the theory is relevant to benefitting education and improving the social good.

Moreover, in a time when relationships end with regularity, knowledge about effective relationships is valuable in contributing to the psychological knowledge base. My adult attachment theory scholarship incorporates two complementary bonding systems: attachment and caregiving. Attachment refers to the tendency to maintain proximity or closeness to specific emotionally important others from whom we derive protection and a sense of security. Caregiving refers to providing protection; anchoring and guiding exploratory behavior, as needed; and providing soothing and comforting to specific emotionally important others. The knowledge gained from my testing of theory has increased confidence in the basic tenets of attachment theory and contributed to understanding how people can better conduct or, when necessary, end their central emotional relationships. A major thrust of my scholarship is the theoretical development of how professionals can use attachment theory for effective counseling and supervision to enhance persons' development, well-being, and ability to derive meaning from their living. Such knowledge is relevant to improving people's lives, that is, enhancing their ability to love and work as well as be effective parents.

Consistent with Counseling Psychology's scientist-practitioner model, I concentrate on the integration of theory, research, and practice by using attachment theory to generate hypotheses for research and, theoretically, to make sense of intense emotional, seemingly irrational feelings and behavior. My work includes theory development, particularly with regard to counseling practice, as well as data-based research. I increasingly include the caregiving system in theory and data-based studies. In my scholarship that extends theory, I synthesize research and cogently integrate theories to develop conceptualizations that illuminate meaningful processes occurring across different situations and contexts. This work contributes groundbreaking knowledge that is illustrated and supported by clinical material and is important because it opens new directions for investigation, while also increasing attachment theory's power, especially in counseling where theory guides goals and interventions.

## **Attachment Team Scholarship Organization – Three Strands**

- The adult romantic and adult-child and parent relationship strand addresses attachment-related individual differences in adults' emotionally important relationships, by investigating important relationship variables (e.g., satisfaction, trust, conflict, commitment, relational management strategies) that develop knowledge. Our most recent work examined attachment in (a) college student long distance and geographically close romantic relationships, and (b) international college student adjustment.

- The counseling and supervision strand focuses on applying attachment theory to (a) counseling and supervision relationships, and (b) client, counselor, and supervisor issues.
- The exploratory competence strand is theoretically linked to attachment, because attachment relationships anchor activities such as teaching, learning, applying knowledge, and gaining competence. This strand, thus, encompasses a recognition of the salience of learning and engagement links in scholarship.