

A PRISMA Systematic Review of Literature on CES Attachment Style in the U.S.

Abstract

Counselors in training may experience difficult and harmful relationships with supervisors. A systematic search of articles published in the last decade explored the importance of attachment styles in the education of counselors-in-training. The Preferred Reporting Items for Systemic and Meta-Analyses process was used to discover six articles. The findings indicated that secure attachment in the counselor in training cultivated identity formation, receptivity to feedback, and self-efficacy. Implications for counselor education are presented.

Keywords: attachment theory, counselor education, counselor educator, relationship influence, PRISMA

A PRISMA Systematic Review of Literature on CES Attachment Style in the U. S.

Counselors-in-training (CIT) have a range of experiences with their counselor educators and supervisors (CES) throughout their educational journey (Cook & Ellis, 2021; Hutman et al. 2023). Some CITs feel connected to their CES, and others feel judged and attacked (Renfro-Michel & Sheperis, 2009). In a recent study by Hutman et al. (2023), 69% of CITs studied revealed experiencing harmful and inadequate supervision. Within that study, the overarching themes of harmful and inadequate supervision contained categories such as supervisory professional neglect, unsupportive supervisory relationship, supervisor lack of availability, and failure to provide academic feedback (Hutman et al., 2023). However, attachment styles of either the CES or CIT were not discussed. For example, Robey (2019) demonstrated that a CIT with an anxious or avoidant attachment style has a reduced social emotional capacity, lower group satisfaction and performance (Robey, 2019). While this information may be relevant to the supervisory relationship, there is no mention of the CES' attachment style. The research team examined available empirical studies related to CES's attachment style and the influence on the CITs. The term CES is used throughout this paper encompassing both counselor educators and supervisors as they both are in evaluative supervisory relationships with CITs.

Multiple Roles and Responsibilities of CES

According to the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2024), CESs and CITs maintain many differing roles simultaneously, including teacher-student, supervisor-supervisee, mentor-mentee, co-researchers, while CESs maintain gatekeeping, remediation, and advocacy, all of which influence the professional growth and identify development for a CIT (Bernard & Goodyear, 2019). Yet, in all of these roles, the CES maintains a power and evaluative position over the CIT (Sabella et al. 2022).

Current research reflects that the CES-CIT relationship that contains a foundation of empathetic rapport, also encourages professional growth for both the CES and CIT (Landon et al., 2021). In contrast, when these attributes are lacking within the confines of this unique professional relationship, the result negatively impacts the CIT professional development (Landon et al., 2021). Therefore, the CES attachment style may influence these relationships. Given the importance of an effective CES to CIT relationship, it is crucial to analyze how attachment-related behavioral patterns and tendencies correlate with leader-member processes. However, the CES's attachment style may directly correlate with their teaching styles and approaches, feedback delivery, and capacity to develop strong educational alliances with their CITs.

Relevant History on Attachment Theory

Attachment theory, originally developed by Bowlby (1930) and later enhanced by Ainsworth (1950), provides a fundamental framework for comprehending interpersonal relationships throughout a lifespan. Attachment theory focuses on the relationship of the primary caregiver and the personality development of a child beginning in infancy and continuing throughout the child's developmental stages. The theory supports the idea that every infant has an instinctive need to form an attachment with his or her primary caregiver (Bretherton, 1992). From this innate need of the child, the primary caregiver either meets or neglects that need. As a result, attachment styles are the behavioral tendencies that are developed during childhood, resulting from the primary caregiver's interaction with the child. The developed behavioral tendencies affect the child's ability to emotionally bond with others. It affects all relationships into adulthood and is likely to become intergenerational cycles (Bretherton, 1992). There are four attachment styles within this theory: secure, anxious/preoccupied/ambivalent, avoidant/

dismissive, and fearful disorganized (Bretherton, 1992). Out of the four styles there is only one style that is considered to have positive behavioral tendencies, which is the secure attachment style. The other three styles are considered to be insecure. Each style has specific core tenets that define its makeup.

Secure Attachment Style

Secure attachment style forms when the primary caregiver has satisfied all the child's basic needs through each stage of the child's development. This includes a foundation of trust, attending to the child's need for attention and understanding, consistently encouraging the child, and providing safety and security (Bretherton, 1992). Outputs of a secure attachment style result in an individual who can openly communicate, exudes self-confidence, and is supportive of others.

Anxious/Preoccupied/Ambivalent Attachment Style

The anxious/preoccupied/ambivalent attachment style forms when the primary caregiver only exhibits positive inputs as those behaviors benefit the caregiver. When the behavior no longer fits the needs of the caregiver, the child is dismissed and ignored (Bretherton, 1992). Outputs of an anxious/preoccupied/ambivalent attachment style are individuals that struggle with forming and maintaining relationships. In addition, they experience self-doubt, are anxious and sensitive, and need continuous reassurance from others.

Avoidant/Dismissive Attachment Style

The avoidant/dismissive attachment style defines the primary caregiver as emotionally inaccessible to the child. The caregiver withholds emotions and emotional interactions from the child (Bretherton, 1992). The output of the avoidant/dismissive attachment style is an individual

who has learned to suppress their emotions. This individual also has difficulty being intimate with others, remains emotionally distant, fears dependence on others, and feels vulnerable.

Fearful/Disorganized Attachment Style

The last attachment style is fearful/disorganized and is considered the most severe (Bretherton, 1992). The input for this attachment style is that the primary caregiver establishes an environment of fear through trauma: verbal, physical, sexual abuse and/or neglect of the child. It also happens when the child witnesses the trauma of the primary caregiver (Bretherton, 1992). The output of a child experiencing trauma by the primary caregiver is an individual who is fearful of betrayal by others. These individuals struggle with vulnerability, and trusting others, yet they desire it.

Although attachment styles have been broadly studied in the context of client-counselor dynamics, there is limited research on the exploration of the implications of attachment theory regarding the relationship between CES and CIT. Based on a review of this theory, the guiding question for this manuscript is: Has there been any attention or study dedicated to how the attachment styles of counselor educators and supervisors impact the learning and mentoring relationships of CITs?

Method

The research team conducted a Preferred Reporting Items for Systemic and Meta-Analyses (PRISMA; Page et al., 2021) systematic review of literature. The PRISMA method was chosen because it is highly structured, transparent in methods, ensures the ability to reproduce, and reduces the potential for discriminate reporting (Page et al., 2021). In February 2025, the research team used the PRISMA framework to search the Elton B. Stephens Company (EBSCO) database for journal articles with the following inclusion criteria: (1) peer-reviewed, (2)

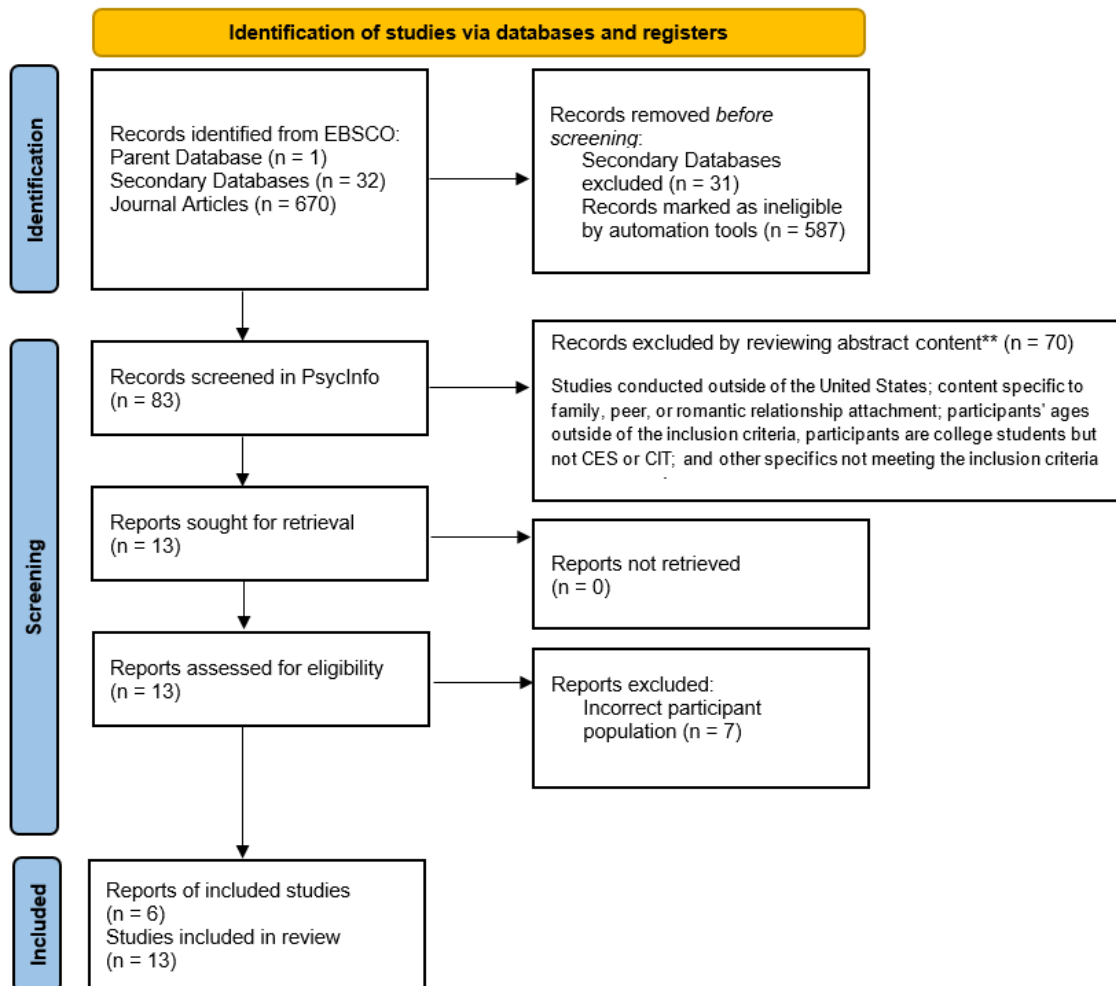
empirical articles, (3) published in the last 10 years, (4) written in English, (5) conducted in the United States, and (6) containing the following keywords and terms: “counselor education” or related term[s], “counselor train*” or related term[s], “counsel* students” or related term[s], “counselor superv*” or related term[s], or “CACREP” or related term[s], and “attachment” or related term[s]. This allowed a provisional search of EBSCO and allowed the research team to identify articles meeting the inclusion criteria prior to automated removals of duplicates and post-identification phase exclusion and inclusion criteria.

A database in EBSCO used to pull research in the field of counseling includes the American Psychological Association (APA) PsycInfo. This database is the home of over 2,500 journals and over five million peer-reviewed records. A search of the PsycInfo database populated 113 articles. The next filter added was “participants aged 18 and up or adulthood”, yielding 83 articles. Abstracts for the 83 articles were separately read by two team members for qualifying details.

The [First Author] and [Third Author] led the data screening phase as the primary research team and used an inclusion criterion of “participants as a counselor educator, counselor education student, counselor-in-training, supervisor, and/or supervisee.” After reading through the 83 abstracts, thirteen articles remained. Many of the 70 were ruled out due to the following: the study was conducted outside of the United States; the participant ages were outside of the inclusion terms, or were college students but not CES or CIT; the content was specific to family attachment, peer, or romantic relationships; and other specifics not meeting the inclusion criteria. The first and third authors downloaded each article directly from PsycInfo for easy access and readability. The research team continued the filtering process as outlined in the PRISMA diagram for publications. The 13 were evaluated for applicability to the guiding research

question. A spreadsheet was used to organize the bibliographic information and to store summaries of the findings, limitations, and implications of the full-length articles. During the organization process seven additional articles were discovered that did not meet the screening criteria. Removing those seven yielded six articles for inclusion in this study and are marked in the bibliography of this paper with an asterisk. See Figure 1 for the PRISMA Diagram of the systematic evaluation of the search results.

Figure 1. Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) diagram.



Findings

The analysis of this systematic review was informed by the post-positivist's perspectives of the first and third authors. This shared theoretical foundation informed the overall analysis and findings in this study. To increase trustworthiness of the process and the findings, a third researcher [Author Two] triangulated the process thus far and joined to complete the thematic analysis of the selected articles. Each of the six articles were read in their entirety to analyze for emergent themes. There was an overarching theme covering all six articles of *Supervisory Relationship and Working Alliances*. Sub themes within the overarching theme were *Correction and Critical Feedback* (n = 3), *Emotions and Perspective* (n = 2), and *Personal Excellence* (n = 1). Table 1 below contains a list of the articles.

Table 1

List of Included Articles

Authors	Date of Publication	Title
Cook, R. M., & Welfare, L. E.	2018	Examining predictors of counselor-in-training intentional nondisclosure.
Gnilka, P. B., Rice, K. G., Ashby, J. S., & Moate, R. M.	2016	Adult attachment, multidimensional perfectionism, and the alliances among counselor supervisees.
Kuhnley, A. K., Nguyen, T. H., Gantt, A. C., & Hinkley, P.	2023	Creatively increasing empathy: The impacts of an online empathy workshop.
McKibben, W. B., Borders, L. D., & Wahesh, E.	2019	Factors influencing supervisee perceptions of critical feedback validity
Rogers, J. L., Luke, M., Gilbride, D. D., & Goodrich, K. M.	2019	Supervisee attachment, cognitive distortions, and difficulty with corrective feedback.
Rogers, J. L., Goodrich, K. M., Gilbride, D. D., & Luke, M.	2020	Preliminary validation of the feelings experienced in supervision scale.

The theme identified to be the largest was labeled *Correction and Critical Feedback* (n = 3; 50%); these articles were further organized by social judgement (n = 1) and cognitive distortions (n = 2). While *Correction and Critical Feedback* were the primary theme of these

articles, each of the articles had overlapping themes from *Emotions and Perspective*. If those categories were reorganized, the theme of *Emotions and Perspective* would have been the largest theme (n = 4; 67%). In its original formatting, *Emotions and Perspective* was the second-largest theme (n = 2; 33%), organized into the following overlapping secondary themes: perspective and performance skills and professional behaviors. If this category was reorganized, it could eliminate the third theme of *Personal Excellence*, and the second-largest theme of *Emotional Perspective* would again be the largest theme (n = 6; 100%). The category of *Emotional Perspective* could also be reorganized and eliminated, placing the *Correction and Critical Feedback* as the largest theme (n = 4; 67%). As originally formatted, the third theme identified was *Personal Excellence* (n = 1; 17%). This article was themed by personal excellence and vulnerability.

Overarching Theme: Supervisory Relationships and Working Alliance

Within this overarching theme there are three subthemes, correction and critical feedback, emotional perspective, and personal excellence. Within correction and critical feedback there were two subthemes, social judgment and cognitive distortion. Within the theme emotional perspective, there are two subthemes of attachment and empathy and professional development. There are no subthemes within the theme of personal excellence.

Theme 1: Correction and Critical Feedback

CITs experience a substantial amount of supervisory time during their practicum and internship courses (Cook & Welfare, 2018). The supervision provided during this time is the primary practice of teaching counselor development and growth, and client welfare (Cook & Welfare, 2018; McKibben et al, 2019; Rogers et al., 2019). Supervisors are to closely monitor CITs to ensure knowledge and practice of the fundamental principles of professional ethical

behavior (Cook & Welfare; 2018). As CITs practice, they are required to receive correction and feedback from their supervisors, as it is essential to effective supervision (McKibben et al., 2019). Some CITs will welcome the correction and feedback, while others may believe that it is not necessary or valid. Those who receive the correction and feedback as valid are CITs who have a strong supervisory-working-alliance or supervisory relationship. This alliance or relationship is defined as being supportive and trusting (McKibben et al., 2019). This relationship also facilitates a collaborative bond with mutual goals and tasks (Cook & Welfare, 2018).

Articles identified under the primary theme of *Correction and Critical Feedback* identify the CIT's anxious and avoidant attachment styles as a hindrance to accepting supervisor feedback, producing ineffective supervision (Cook & Welfare, 2018; McKibben et al., 2019; Rogers et al., 2019). Feedback such as those related to performance skills and professional behaviors are more likely to be seen as valid because they are more objective and less personal (McKibben et al., 2019). The stronger the CIT's relationship with their CES, the more the CIT will perceive the feedback as valid, yielding high CIT growth and development (McKibben et al., 2019). When a CIT has high avoidance, they are less likely to perceive the CES's feedback as valid (McKibben et al., 2029). CITs with anxious attachment styles are also likely to have increased experiences of cognitive distortions, which yields higher difficulty with corrective feedback (Rogers et al., 2019).

Subtheme: Social Judgement

Depending on how a CIT perceives their CES, they may only use a few dimensions of the CES's personality and behavior to form this opinion. Three dimensions that may be used are 1) competence, 2) morality, and 3) sociability (Cook & Welfare, 2018). Competence is related to

the CES's skill and intelligence. Morality is related to the CES's honesty and trustworthiness. Sociability is related to the CES's friendliness and likability. Together these dimensions are called social judgment. Depending on a CIT's social judgment of their CES, the CIT may intentionally fail to share information pertinent to the supervisory process (Cook & Welfare, 2018).

Subtheme: Cognitive Distortions

Cognitive distortions are faulty thought processes that distort perceptions and result in ineffective behaviors and negative emotions (Rogers et al., 2019). Cognitive distortions commonly used by CITs are mindreading, mental filter, "should" statements, emotional reasoning and catastrophizing (Rogers et al., 2019). Mindreading is presuming someone has negative thoughts, although no one has said anything negative. Mental filtering is only focusing on the negative. *Should* statements are thinking things *should* be a particular way. Emotional reasoning is when something *feels* right. Catastrophizing is without evidence, making negative predictions of the future. Attachment issues, especially anxiety, operationalized through distorted thoughts decrease a CIT's ability to effectively utilize corrective feedback (Rogers et al., 2019).

Targeted and personalized feedback is critical for corrective feedback. As CITs work with clients and explore feeling and develop awareness, CITs must do the same during supervision. To explore CIT's feelings and awareness, the Feelings Experienced in Supervision Scale (FESS; 2019) was developed. It explored the relationship between CIT attachment style, cognitive distortions, and feedback acceptance (Rogers et al., 2019). The FESS provides support for multiple cognitive behavior perceptions: 1) cognitive distortions may increase negative emotions, 2) unconscious fears of rejection can lead to negative affect in future relationships, and 3) it is expected and normal to have negative emotions after receiving feedback of performance;

many variables influence this such as self-esteem and perfectionism (Rogers et al., 2019). As increasing emotional awareness is a supervisory goal, validation of the FESS allows the CES knowledge of CIT's many responses to feedback (Rogers et al., 2019).

Rogers et al. (2019) recommended that CESs evaluate CIT attachment styles to determine openness to corrective feedback and increasing supervisory alliance. Landon et al. (2021) found that professional identity growth and development is fostered when a CIT feels emotionally safe with their CES. Thus, CITs with anxious or avoidant attachment styles may not feel emotionally safe and may have difficulty with openness to corrective feedback. Yet, CES programs and curricula are not required by accreditation standards to include knowledge or skills training on attachment theory to facilitate a secure attachment with their supervisees (CACREP, 2024; Rogers et al., 2019).

Theme 2: Emotional Perspective

Articles in this theme discuss how congruence, empathy, and unconditional positive regard are three of many core attending skills that CES look for from CITs upon beginning counseling courses. The relational dynamic between a CES and CIT is unique and close in nature (Kuhnley et al. 2023). The intimacy that occurs fosters self-efficacy, self-awareness, empathy, and promotes competent professional development when it is being explored through a secure attachment base (Kuhnley et al., 2023). As each skill is equally important, empathy plays a unique role in connectedness for stronger therapeutic alliances (Kuhnley et al., 2023). CITs must be emotionally intelligent and have the ability to interpret client affect and identify client emotions. (Kuhnley et al., 2023). This takes continued practice of attentiveness and awareness (McKibben et al., 2019; Kuhnley et al., 2023). CES evaluate CIT development and growth, and give feedback based on their attending skills. Although CITs value the feedback given by CES,

how CIT accepts the feedback may be based on the perception of their internal working model of attachment (McKibben et al., 2019).

Subtheme: Attachment

Attachment gives perspective to how an individual perceives, experiences, and engages in a relationship. This specific relationship is that of CIT and CES. A CIT who has a secure attachment is most likely to develop healthy relationships and accept critical feedback from their CES. A CIT who has an anxious attachment is likely to have heightened sensitivity to rejection. A CIT who has an avoidant attachment is likely to withdraw from close relationships and see themselves as unworthy. Depending on the perspective, the CIT will then determine whether the feedback from the CES is valid or invalid (McKibben et al., 2019). In this article, CITs with a strong CES relationship saw feedback as valid. CITs with avoidant attachment saw CES feedback as invalid. Skills seen as critical were skills that were more objective and less personal, such as performance skills and professional behaviors versus cognitive counseling skills and self-awareness (McKibben et al., 2019).

Subtheme: Empathy and Professional Development

Empathy is an attending skill that is connected to and has an impact on several other counseling skills and constructs, such as attachment, well-being, emotional intelligence, and mindfulness (Kuhnley et al., 2023). As empathy is not a fixed trait, it can be influenced to increase or grow. This article used a workshop to train CITs on constructs of empathy. The workshop enriched CITs' self-awareness of skills and perspectives on their capacity for perspective-taking and reduced attachment avoidance (Kuhnley et al., 2023).

Theme 3: Personal Excellence

The article within this theme discusses the correlation between anxious and avoidant attachment styles and multidimensional perfectionism within the supervisor-supervisee relationship and the clinician-client relationship. The article focuses on two types of perfectionism as a form of personal excellence: adaptive perfectionism and maladaptive perfectionism (Gnilka et al., 2016). Standard perfectionism is the pursuit of goals without self-criticism. Maladaptive perfectionism is the pursuit of goals with intense self-criticism and self-doubt. This individual has a belief that they always fail to meet their personal standards (Gnilka et al., 2016).

The researchers independently analyzed two levels of supervisees anxious attachment styles: high and low levels. Supervisees that experience high levels of personal adaptive perfectionism have an increased ability to work through negative discrepancies and be more flexible in those situations. For supervisees with low levels of anxious attachment and also low standards experienced a negative relationship with perfectionism and the supervisory relationship. Therefore, when the supervisees discrepancy increases, the supervisor relationship is negatively affected resulting in a decreased working alliance (Gnilka et al., 2016). This result is created by increased worry, overthinking, and fear of failure which also leads to the supervisee being highly dependent on the supervisor (Gnilka et al., 2016). Conversely supervisees with low perfectionism have a low supervisory working alliance. When the supervisee perfectionism levels begin to increase the supervisor working alliance decreases due to increased levels of fear, worry and self-criticism (Gnilka et al., 2016).

Discussion

Scarcity in the number of articles found justifies our stance: there is far too little understanding or discovery in the functionality of attachment styles and their influence between

counselor educators and counselors in training, and the multiple roles the two hold, such as their role of supervisors and supervisees. Each of the six articles contributes a unique finding between these relationships. Cook & Welfare (2018) found that supervisees with attachment avoidance and a weaker supervisory working alliance are more likely to withhold information during onsite supervision. Gnilka et al. (2016) suggested that maladaptive perfectionism may strengthen the link between anxious and avoidant attachment styles and the supervisory working alliance. Kuhnley et al. (2023) emphasized the significant role of attachment in developing empathy, with secure attachment enhancing compassion, whereas insecure attachment—especially avoidance—is associated with struggles in forming emotional bonds. McKibben et al. (2019) revealed that attachment affects both empathy and receptivity to feedback, as avoidant supervisees or students may withdraw from or reject constructive criticism, viewing it as a threat, and those with higher attachment avoidance tend to perceive critical feedback as less credible.

Though the number of articles is few, their findings are congruent. An analysis of the six articles discovered findings that suggest attachment styles provide a valuable framework for understanding interpersonal relationships, mental health, and the development of effective counseling and supervisory dynamics between the counselor educator and student, and supervisor and supervisee. The attachment-caregiving model of supervision highlights that counseling trainees are more receptive to learning when negative emotional states are minimized during supervision (Rogers et al., 2019). The attachment styles of counselor educators play a crucial role in shaping the quality and depth of educational and supervisory relationships, ultimately influencing counseling outcomes. Research suggests that both CES' and CIT's attachment styles affect their ability to build strong educational alliances (Cook & Welfare, 2018; Gnilka et al., 2016). Most studies classify attachment as either secure or insecure, with

secure attachment linked to more favorable results. A secure learning environment is strengthened through supportive relationships, hands-on practice, sensory engagement, and reflection (Cook & Welfare, 2018). Furthermore, secure attachments are associated with greater levels of compassion and empathy, allowing CES to serve as attachment figures by ongoing therapeutic interactions and long-term safe relationships (Kuhnley et al., 2023; Rogers et al., 2019).

Insecure attachment typically falls into two categories: attachment anxiety or attachment avoidance. CITs with attachment anxiety tend to fear abandonment and possess a negative self-perception, which can hinder their working alliances. Those with attachment avoidance may have difficulty trusting others, prioritizing independence, and forming strong connections (Cook & Welfare, 2018; Gnilka et al., 2016; Kuhnley et al., 2023; McKibben et al., 2019; Rogers et al., 2019). Attachment anxiety is frequently associated with mental health challenges such as depression and anxiety, a weaker supervisory bond, cognitive distortions, and increased sensitivity to rejection. On the other hand, attachment avoidance has been linked to intentional nondisclosure in supervision and resistance to constructive feedback.

A recurring theme in this analysis is the connection between attachment and mental health, along with the idea that attachment styles can change over time. Insecure attachment is often correlated with symptoms of anxiety and depression (Cook & Welfare, 2018; Gnilka et al., 2016; Kuhnley et al., 2023; McKibben et al., 2019; Rogers et al., 2019). However, attachment styles are not rigid and can shift through relationships with securely attached individuals (Cook & Welfare, 2018; Gnilka et al., 2016). Training and supervision have the potential to enhance attachment security and promote empathy. Avoidant attachment is frequently associated with difficulty forming emotional bonds and a tendency to withdraw from relationships, making it

harder to empathize with others. However, reductions in attachment-related avoidance have been linked to growth in empathy (McKibben et al., 2019; Rogers et al., 2019). This indicates that counselor educators and supervisors, through awareness of their own attachment patterns, could help supervisees reshape negative self-perceptions and insecure relationship tendencies (Cook & Welfare, 2018).

Recognizing one's own attachment style can help counselor educators engage with students more effectively, especially when providing feedback. Attachment anxiety has been identified as a predictor of students' struggles with accepting corrective feedback. Cognitive distortions may play a role in mediating the connection between attachment anxiety and difficulties in processing feedback. When a supervisee's attachment system is triggered by perceived threats or stress, those with an avoidant attachment style are more likely to withdraw or create distance. If a supervisor acts as an attachment figure, a supervisee with avoidant tendencies might disregard, justify, or dismiss constructive criticism, or they may emotionally shut down when feedback is perceived as a threat (McKibben et al., 2019; Rogers et al., 2019; Rogers et al., 2020). Understanding these relational patterns can enhance a supervisor's ability to empathize with and effectively guide supervisees.

Limitations

This systematic review is constrained by the number of articles and does not account for literature outside of EBSCO host. To enhance the trustworthiness of the analysis, multiple researchers participated in the filtering process, and triangulation was conducted with a third party. Articles were excluded due to a specific inclusion criterion of empirical studies and participants recruited exclusively from CACREP-accredited programs. Another limitation of this systematic review is that the majority of the sources included discussed attachment style from the

focus of the student or CIT rather than the CES or supervisor. Because the inclusion criteria consisted of articles written from the United States, many articles that were international and specific to the counselor educator's attachment style and its effects were eliminated. Throughout this article, there has been the use of CES and CIT to have cohesion in terminology when referring to the counselor educator, counseling student, supervisor, and supervisee. However, based on the findings of the research, the terminology transitioned to reflect the specific descriptors used in the findings. Although one of the primary foci of this review was to understand CES attachment style and its importance in the educational relationship, none of the articles addressed the attachment of the educator, only the roles of the CIT and supervisor.

Many of the articles used in this research communicate the negative impacts of insecure attachment styles within the supervisory relationship such as resistance to feedback, and an unwillingness to disclose due to an anxious attachment style. These outputs create a barrier to continued CIT growth. They create a breakdown in the supervisory relationship and limit the professional development of the CIT. All these factors handicap the profession by creating counselors that are not prepared to serve the community or have not solidified their professional identity.

Implications

The articles in this study have demonstrated the importance and effects of attachment styles on CITs' supervisory working alliance and relational depth. Applying the same concept, there would be a correlation between attachment styles and their effects on the educator-student relationship. This supports the need for future research. An initial implication for future research efforts would be to integrate attachment theory into the counselor education curriculum. As attachment style is a focus in master's level courses, integrating knowledge of the effects of

attachment styles for up-and-coming educators in doctoral programs is integral. Awareness of attachment style effects would equip students for their future roles as professors with the knowledge needed to create robust learning environments and strong student relationships. Understanding a student with a secure attachment style would be unlikely to be negatively affected by an educator's insecure attachment style. Yet, it is crucial for an educator to hold the knowledge to reach students with insecure attachment style that displays feelings of anxiety and avoidance type behaviors.

Conclusion

As communicated in the introduction, the purpose of this systematic review was to understand the importance and impact of CES attachment style awareness in the education and supervision of CITs using the PRISMA framework. What the team found is that though there are studies on the impact of the supervisory relationship from the student's attachment style, much still needs to be done in research to focus on the insecure attachment style effects of the counselor educator and supervisor in relation to the students and their learning environment. Change starts at the root. The educator and the supervisor are the roots for the new CITs that will be taking their place in the profession. To create a robust profession the community must look within to strengthen all parts.

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