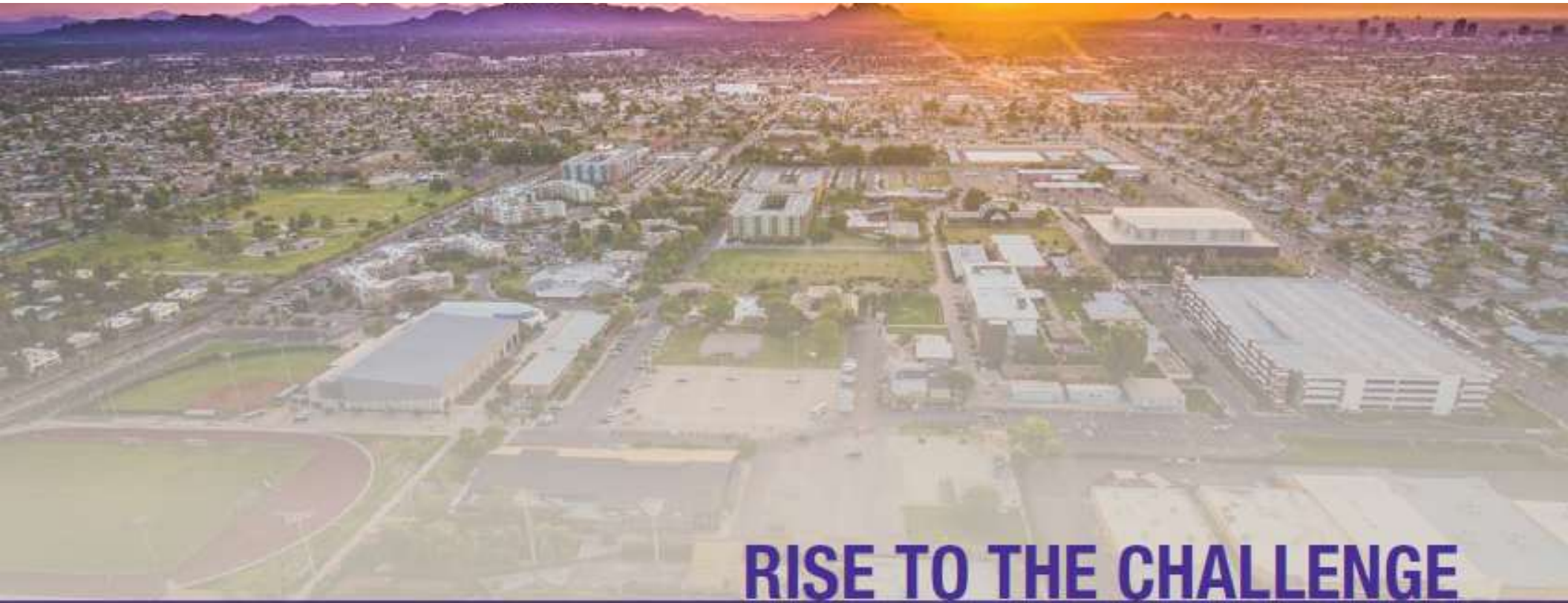


RISE TO THE CHALLENGE OF LEADERSHIP®

GRAND CANYON UNIVERSITY™

College of Doctoral Studies

The purpose of the residency presentation is for the learner to demonstrate their knowledge of their research design, the study components and to prepare for the dissertation defense.

The Supervisory Relationship as a Predictor of Mental Well-Being Among Counselors-in-Training

Lisa Peredia

Residency Instructor(s):

Dr. Holli Eskelinen

Dr. Ang'elita Dawkins

Problem Space

Define:	• The supervisory relationship is foundational to counselor education, yet limited predictive research identifies which dimensions most effectively support counselors in training mental well-being (Sewell et al., 2025; Gonultas et al., 2024; Grunhaus et al., 2023; Gleason et al., 2024; Maurya & DeDiego, 2023).
Justify:	• Sewell et al. (2025) recommended that counselor education programs prioritize supervision quality as a measurable wellness variable and empirically test which supervisory factors most protect practitioner well-being and moral resilience. This supports examining Safe Base and Structure as predictors of mental well-being. • Grunhaus et al. (2023) advised training supervisors in servant leadership behaviors such as empathy, empowerment, and ethical modeling to reduce burnout and secondary traumatic stress. Their call for quantitative identification of relational predictors informs this study's focus on Safe Base and Reflective Education. • Gonultas et al. (2024) recommended structured, consistent, and feedback-rich supervision formats that balance autonomy and guidance, calling for predictive examination of how structure impacts counselor development and wellness. This aligns directly with the Structure dimension. • Gleason et al. (2024) urged supervisors to address the effects of discrimination and identity on counselor wellness through relational safety and reflective processing, recommending research that clarifies how supervision functions as a wellness intervention. This supports testing Safe Base and Reflective Education. • Maurya and DeDiego (2023) called for predictive and longitudinal studies examining how supervision practices foster professional identity, engagement, and mental well-being, particularly for early-career and part-time counselors. Their call validates this study's predictive design using S-SRQ and SWEMWBS measures.

Problem Space

Importance:	• Collectively, these recommendations highlight a profession-wide need to identify measurable supervision dimensions that foster counselor wellness. This study addresses that gap by testing Safe Base, Reflective Education, and Structure as predictors of mental well-being, informing supervision training and wellness integration in counselor education programs.

Core Elements Table

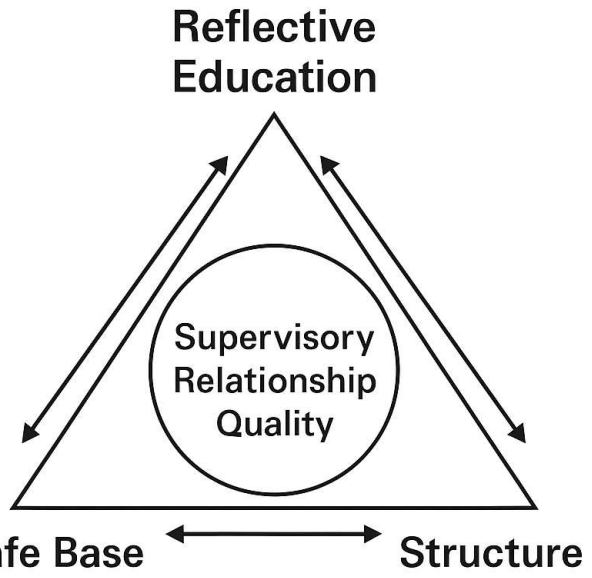
Element	Description
Problem Statement	It is not known if and to what extent the supervisory relationship dimensions of safe base, reflective education, and structure individually and collectively predict the mental well-being of counselors-in-training.
Purpose Statement	The purpose of this non-experimental quantitative predictive correlational study is to examine if and to what extent the supervisory relationship dimensions of safe base, reflective education, and structure individually and collectively predict the mental well-being of counselors-in-training in the United States.
Research Question(s)/ Hypotheses	RQ1: If and to what extent do the supervisory relationship dimensions of safe base, reflective education, and structure collectively predict the mental well-being of counselors-in-training? • H01: Supervisory relationship dimensions of safe base, reflective education, and structure do not collectively predict the mental well-being of counselors-in-training. HA1: Supervisory relationship dimensions of safe base, reflective education, and structure collectively predict the mental well-being of counselors-in-training. RQ2: If and to what extent do the supervisory relationship dimensions of safe base, reflective education, and structure individually predict the mental well-being of counselors-in-training? • H02: The supervisory relationship dimension of safe base does not predict the mental well-being of counselors-in-training. HA2: The supervisory relationship dimension of safe base does predict the mental well-being of counselors-in-training. • H03: The supervisory relationship dimension of reflective education does not predict the mental well-being of counselors-in-training. HA3: The supervisory relationship dimension of reflective education does predict the mental well-being of counselors-in-training. • H04: The supervisory relationship dimension of structure does not predict the mental well-being of counselors-in-training. HA4: The supervisory relationship dimension of structure does predict the mental well-being of counselors-in-training.

Core Elements Table

Element	Description
Variables	• Criterion Variable: Mental Well-Being (measured by the SWEMWBS). • Predictor Variables: Safe Base, Reflective Education, and Structure (measured by the S-SRQ).
Instrumentation	• The Short-Supervisory Relationship Questionnaire (S-SRQ) is an 18-item Likert-type instrument that measures three dimensions of supervision: Safe Base, Reflective Education, and Structure (Palomo et al., 2015). • The Short Warwick-Edinburgh Mental Well-Being Scale (SWEMWBS) is a 7-item instrument that measures overall mental well-being through positive thoughts, feelings, and functioning (Stewart-Brown et al., 2009).
Analytical Approach	• Data will be analyzed using multiple linear regression in SPSS to examine how supervisory relationship dimensions predict the mental well-being of counselors-in-training. Descriptive statistics will summarize demographic information and the distributions of variables. Each predictor will be entered simultaneously to assess both collective and individual effects.

Theoretical Foundation

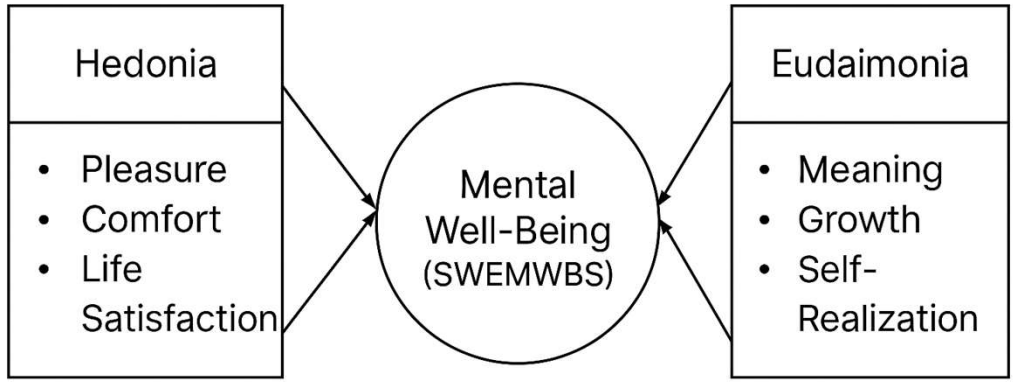
- The **Bi-Directional Model of Supervision** by Wampold and Holloway (1997) conceptualizes supervision as a collaborative and reciprocal process supporting counselor growth.
- Integrates relational and structural elements, emphasizing trust, safety, reflection, organization, and feedback that foster professional development (Beinart, 2004; Wampold & Holloway, 1997).
- The S-SRQ (Cliffe et al., 2016), derived from the Supervisory Relationship Questionnaire (Palomo et al., 2010), measures three interdependent dimensions: Safe Base, Structure, and Reflective Education.
- These dimensions interact reciprocally to represent overall Supervisory Relationship Quality, aligning with the original theoretical framework.
- The model links supervisory relationship quality with counselor mental well-being (SWEMWBS) based on the hedonic–eudaimonic model of well-being (Tennant et al., 2007; Stewart-Brown et al., 2009).



Note. Model of the Bi-Directional Model of Supervision. Adapted from Wampold and Holloway (1997); Palomo et al. (2010); and Cliffe et al. (2016).

Theoretical Foundation

- The **Hedonic–Eudaimonic Model of Well-Being** conceptualizes mental well-being as both positive emotion (hedonia) and positive functioning (eudaimonia) (Ryff, 1989; Tennant et al., 2007).
- Hedonia includes pleasure, comfort, and life satisfaction, while Eudaimonia encompasses meaning, personal growth, and self-realization.
- The Short Warwick–Edinburgh Mental Well-Being Scale (SWEMWBS) integrates both components into a single construct representing overall mental well-being (Stewart-Brown et al., 2009).
- The SWEMWBS refines the original 14-item WEMWBS into a 7-item version with strong internal reliability ($\alpha \approx .85$) and consistent cross-population validity (Tennant et al., 2007; Stewart-Brown et al., 2009).
- This model supports the current study by defining counselor mental well-being as a measurable outcome of effective supervision and supervisory relationship quality.



Note. Adapted from Tennant et al. (2007) and Ryff (1989) to illustrate the Hedonic-Eudaimonic Model of Well-Being

Methodology Justification

Quantitative Attributes	Quantitative Justification
• Quantitative research objectively measures defined variables to test theory-driven hypotheses and predict outcomes (Muijs, 2010; Reichardt, 2019). • Advantage: Ensures precision, replicability, and generalization through systematic data collection and statistical analysis (Muijs, 2010). • Limitation: Provides less relational depth and contextual understanding compared to qualitative approaches (Durdella, 2019).	• Aligns with this study's goal to determine whether supervision dimensions predict counselors-in-training mental well-being using standardized instruments and numerical data (Muijs, 2010). • Advantage: Offers objective, evidence-based evaluation of predictive relationships to strengthen theory and supervision practice (Reichardt, 2019). • Limitation: Relational and experiential nuances of supervision are less explored than in qualitative designs (O'Donoghue, 2018).

Design Justification

Selected Design	Definition/Characteristics (Use literature support)	Justification (use /not use)
Non-Experimental Predictive Correlational Design	• Predictive correlational design examines whether independent variables predict a dependent variable without manipulation, maintaining naturally occurring conditions (Reichardt, 2019). • Advantage: Uses regression analysis to determine collective and individual prediction of outcomes, supporting generalizable, theory-driven results (Muijs, 2010). • Limitation: Does not establish causation or control for all confounding variables, limiting interpretive depth (Reichardt, 2019).	• The non-experimental predictive correlational design aligns with this study's purpose of examining predictive relationships among supervision dimensions and mental well-being (Reichardt, 2019). • Advantage: Allows rigorous statistical testing while preserving ethical and practical boundaries, as manipulation of supervision conditions would be inappropriate (Muijs, 2010). • Limitation: While causal inference is limited, this design provides robust predictive evidence consistent with prior supervision and wellness research (Grunhaus et al., 2023; Sewell et al., 2025).

Population, Target Population, & Sample

General Population	Target Population	Sample
Define Population: The full set of individuals to whom results may generalize in principle. In quantitative designs this refers to all units that share the phenomenon of interest. (Muijs, 2010)	Define Target Population: The specific, bounded group from the general population that the researcher intends to study and from which the sample will be drawn. It must be operationally accessible. (Muijs, 2010)	Define Sample: The subset of the target population that provides data for the study, selected using a specified sampling strategy. (Muijs, 2010)
Licensed and pre-licensed clinicians among disciplines of MFT, PCC, MSW, or PhD/PsyD/LP (Doyle & Welfare, 2022) According to the U.S. Bureau of Labor Statistics (BLS) (2024), more than 820,000 mental health professionals are licensed or prelicensed in the United States.	Counselors-in-training in the U.S. who are at least 18, currently in supervision, not yet fully licensed among disciplines of MFT, PCC, MDW, or PhD/PsyD/LP, and recruited through the Qualtrics national panel (Palomo et al., 2015; Stewart-Brown et al., 2009). According to BLS (2024), more than 120,000 CITs nationwide are actively completing supervised hours toward licensure, providing a sufficiently large population from which to recruit the study sample.	**Sampling method:** Convenience via Qualtrics to recruit eligible CITs currently in supervision. **Planned size:** A priori power analysis in G*Power 3.1 (Faul et al., 2009) for 3 predictors indicated a minimum of 77 participants. To ensure power, 15% was added for attrition and 15% for non-parametric testing, resulting in a target of **89 participants** (Faul et al., 2009).

Data Sources

Short Supervisory Relationship Questionnaire (S-SRQ) (Palomo et al., 2015)	Short Warwick–Edinburgh Mental Well-Being Scale (SWEMWBS) (Stewart-Brown et al., 2009)	Additional Data Survey
• 18-item Likert-type instrument measuring three dimensions of the supervisory relationship: safe base, reflective education, and structure • Response scale: 1 (Strongly Disagree) to 7 (Strongly Agree) • Reliability: published validation reports subscale $\alpha \geq .80$ • Used to assess predictor variables related to the supervisory relationship • Ordinal→Interval	• 7-item Likert-type scale assessing mental well-being through positive thoughts, feelings, and functioning • Response scale: 1 (None of the Time) to 5 (All of the Time) • Reliability: published validation reports $\alpha \approx .85$ • Used to measure the criterion variable of overall mental well-being • Ordinal→Interval	• Includes age, gender, program type (MFT, PCC, MSW, PhD/PsyD/LP), and graduate status (current or post) • Used to describe sample characteristics and provide context for statistical analysis • Reliability not applicable (descriptive use only)

Data Analysis

Core Design (Experimental or Non-experimental)	• Non-experimental design used to examine naturally occurring relationships between variables without manipulation (Reichardt, 2019). • Aligns with the study's purpose to statistically evaluate predictive strength among supervision dimensions and mental well-being (Sewell et al., 2025; Grunhaus et al., 2023).
Analytical Approach (See below)	• Multiple linear regression (MLR) conducted using IBM SPSS Statistics to evaluate how Safe Base, Reflective Education, and Structure predict mental well-being (Muijs, 2010; Sewell et al., 2025). • Model fit and assumptions (linearity, normality, homoscedasticity, independence, and multicollinearity) evaluated prior to analysis to ensure validity (Reichardt, 2019). • Statistical significance set at $\alpha = .05$ with R^2 used to interpret variance in mental well-being explained by supervisory relationship dimensions (Grunhaus et al., 2023; Sewell et al., 2025).

Data Analysis

List of Assumptions	
	1. The dependent variable is continuous (interval or ratio scale). *Confirmed by the continuous scoring of the SWEMWBS metric score.* 2. The independent variables are appropriate and measured at continuous or categorical levels. *Verified by the continuous mean scores of S-SRQ subscales.* 3. Independence of observations: Residuals are independent of each other. *Tested using the Durbin–Watson statistic, with values near 2 indicating independence.* 4. Linearity: A linear relationship exists between each independent variable and the dependent variable. *Evaluated through scatterplots and partial regression plots.* 5. Homoscedasticity: The variance of residuals is consistent across all levels of the independent variables. *Assessed with standardized residuals plotted against predicted values.* 6. No multicollinearity: Independent variables are not highly correlated with each other. *Checked using Variance Inflation Factor (VIF) values below 10 and tolerance above .10.* 7. No significant outliers: There are no extreme values that disproportionately affect the regression model. *Examined through standardized residuals, leverage values, and Cook's distance (< 1.0).* 8. Normality of residuals: Residuals are approximately normally distributed. *Verified by reviewing histograms, Q–Q plots, and Shapiro–Wilk test results.* (Laerd Statistics, 2017; Reichardt, 2019; Muijs, 2010)

Feasibility 1

Study Alignment with Program
(Identify Program of Study)

- Degree & Emphasis: PhD. in Counselor Education and Supervision
- Alignment of topic to degree:
  - This study aligns with the Counselor Education and Supervision program's emphasis on advancing research that strengthens counselor training, supervision effectiveness, and counselor wellness.
  - By examining how supervisory relationship dimensions (safe base, reflective education, and structure) predict the mental well-being of counselors-in-training, the study directly supports the program's mission to prepare scholar-practitioners who integrate evidence-based supervision and wellness practices into counselor education.
  - The research contributes to the CES professional identity by addressing counselor development and the supervisory relationship, two core domains identified by CACREP as essential to counselor education.
  - Findings from this study may inform supervision pedagogy, enhance faculty and supervisor preparation, and advance the overall field of counselor education through a data-driven understanding of counselor wellness.

Feasibility Slide 2

Feasibility Key Points:

- Recruitment will be managed through Qualtrics' verified national participant panel, ensuring access to counselors-in-training actively engaged in supervision (Palomo et al., 2015; Doyle & Welfare, 2022).
- IRB approval will be obtained through Grand Canyon University.
- Potential risks to participants are minimal and limited to mild reflection-related discomfort when considering supervision or wellness experiences (Barnett & Molzon, 2014).
- The study timeline is feasible; data collection is expected to take 6–8 weeks post-IRB approval, with Qualtrics managing recruitment and survey administration (Muijs, 2010).
- Possible barriers include slower-than-expected response rates or minor delays in obtaining IRB or instrument permissions. These risks will be mitigated through early preparation, proactive communication with the dissertation chair and methodologist, and the use of structured tracking.
- Study benefits include contributing to evidence-based supervision practices that enhance counselor mental well-being, aligning with CACREP standards for counselor development (Council for Accreditation of Counseling and Related Educational Programs [CACREP], 2016; Doyle & Welfare, 2022; Wolf & Thompson, 2012).

Key References

- Barnett, J. E., & Molzon, C. H. (2014). Clinical supervision: Legal, ethical, and risk management issues. *Journal of Clinical Psychology, 70*(11), 1051–1061. https://doi.org/10.1002/jclp.22129
- Beinart, H. (2004). Models of supervision and the supervisory relationship and their evidence base. In I. Fleming & L. Steen (Eds.), *Supervision and clinical psychology: Theory, practice and perspectives* (pp. 36–52). Brunner-Routledge.
- Bordin, E. S. (1983). A working alliance based model of supervision. *The Counseling Psychologist, 11*(1), 35–42. https://doi.org/10.1177/0011000083111007
- Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016 CACREP standards.* https://www.cacrep.org/for-programs/2016-cacrep-standards/
- Diener, E. (1984). Subjective well-being. *Psychological Bulletin, 95*(3), 542–575. https://doi.org/10.1037/0033-2909.95.3.542
- Doyle, K., & Welfare, L. E. (2022). Supervision, wellness, and counselor development: A relational approach. *Counselor Education and Supervision, 61*(2), 118–134. https://doi.org/10.1002/ceas.12260
- Faul, F., Erdfelder, E., Lang, A.-G., & Buchner, A. (2009). G*Power 3: A flexible statistical power analysis program for the social, behavioral, and biomedical sciences. *Behavior Research Methods, 41*(4), 1149–1160. https://doi.org/10.3758/BRM.41.4.1149
- Grunhaus, L. M., Marotta, S. A., & Collins, K. (2023). Servant leadership and counselor supervision: Impacts on burnout and secondary traumatic stress. *Journal of Counseling and Development, 101*(3), 250–262. https://doi.org/10.1002/jcad.12478
- Laerd Statistics. (2017). *Multiple regression analysis using SPSS statistics.* Statistical Tutorials and Software Guides. https://statistics.laerd.com/
- Muijs, D. (2010). *Doing quantitative research in education with SPSS* (2nd ed.). SAGE Publications. https://doi.org/10.4135/9781849203241
- Palomo, M., Beinart, H., & Cooper, M. J. (2015). Development and validation of the Supervisory Relationship Questionnaire (S-SRQ). *Clinical Psychology & Psychotherapy, 22*(6), 581–590. https://doi.org/10.1002/cpp.1914

Key References

- Reichardt, C. S. (2019). *Quasi-experimentation: A guide to design and analysis.* The Guilford Press. https://www.guilford.com/books/Quasi-Experimentation/Charles-S-Reichardt/9781462540203
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology, 57*(6), 1069–1081. https://doi.org/10.1037/0022-3514.57.6.1069
- Sewell, C. A., Veach, L. J., & Rager, K. B. (2025). The role of supervision quality in practitioner wellness and moral distress. *Counselor Education and Supervision, 64*(1), 17–32.
- Stewart-Brown, S., Tennant, A., Tennant, R., Platt, S., Parkinson, J., & Weich, S. (2009). Internal construct validity of the Warwick–Edinburgh Mental Well-Being Scale (WEMWBS): A Rasch analysis using data from the Scottish Health Education Population Survey. *Health and Quality of Life Outcomes, 7*(15), 1–8. https://doi.org/10.1186/1477-7525-7-15
- Stoltenberg, C. D. (1997). Enhancing professional competence through developmental approaches to supervision. *American Psychologist, 52*(1), 31–41. https://doi.org/10.1037/0003-066X.52.1.31
- Tennant, R., Hiller, L., Fishwick, R., Platt, S., Joseph, S., Weich, S., Parkinson, J., Secker, J., & Stewart-Brown, S. (2007). The Warwick–Edinburgh Mental Well-Being Scale (WEMWBS): Development and UK validation. *Health and Quality of Life Outcomes, 5*(63), 1–13. https://doi.org/10.1186/1477-7525-5-63
- U.S. Bureau of Labor Statistics. (2024). *Occupational outlook for mental health counselors and marriage and family therapists.* https://www.bls.gov/ooh/community-and-social-service/mental-health-counselors-and-marriage-and-family-therapists.htm
- Wampold, B. E., & Holloway, E. L. (1997). Methodology, design, and evaluation in psychotherapy supervision research. In C. E. Watkins Jr. (Ed.), *Handbook of psychotherapy supervision* (pp. 11–27). Wiley.
- Wolf, C. P., & Thompson, J. (2012). Promoting counselor competence and wellness through supervision. *The Clinical Supervisor, 31*(1), 72–88. https://doi.org/10.1080/07325223.2012.665730

Thank you

Questions and Discussion

DOCTORATES
WITH PURPOSE