

Teri Ann Sartor, PhD, LPC-S, NCC, CHST
Sartor Counseling & Consulting, PLLC
413 West Bethel Road, Suite 202
Coppell, Texas 75019

PROFESSIONAL DISCLOSURE STATEMENT FOR SUPERVISION

I. Qualifications and Experience

I hold a Ph.D. in Counseling from Texas A&M University-Commerce (2012) with a specialty area of child and adolescent counseling. Prior to earning my doctorate degree, I completed a Master of Science in Counseling Psychology from Tarleton State University (2006). My foundation for higher learning began at Tarleton State University where I earned a Bachelor of Science in Psychology (2003) with a minor of human sciences which focused on child development.

In 2010, I became a Board Approved Supervisor (LPC-S) for counselors-in-training. This status provides me with the honor and opportunity to offer clinical supervision to supervisees who are obtaining their 3000 post-graduate hours for the Licensed Professional Counselor (LPC) license. I received my initial instruction and training in supervision through my doctoral studies and regularly participate in various trainings and continuing education. Furthermore, in addition to my role as an LPC-Supervisor, I have been a counselor educator since 2012 and have served as the Coordinator of Practicum and Internship Experiences for three separate universities; these roles have assisted me in ensuring my knowledge and skills are up-to-date and that best practices in supervision are maintained.

My career as a fully Licensed Professional Counselor (LPC #62468) under the Texas State Board of Examiners of Professional Counselors (TSBEPC) began in 2008. In addition to my professional license, I also hold status as a National Certified Counselor (NCC; 2008) and Certified Humanistic Sandtray Therapist (CHST; 2010). To ensure best clinical practices and maintain high standards for client care, I actively participate in continuing education experiences to update and practice my clinical counseling skills. My clinical experiences include providing assessment, counseling, supervision, and consultation services within state facilities, non-profit agencies, social service agencies, community counseling and university clinics, and private practice settings. I have worked extensively with survivors of crime and abuse (child, adolescent, and adult) in multiple settings and at-risk youth incarcerated within the juvenile justice system.

In terms of guiding theory and theoretical orientation, I maintain a humanistic viewpoint and adhere to the Gestalt philosophy. It is my belief that the counseling relationship is collaborative between the client and the counselor, and the counseling process requires the client to participate in self-examination, emotional awareness, and growth which may result in emotional, social, or relational benefits. Furthermore, I believe everything in counseling and life is intentional; in identifying an individuals' intentions, parts of the self can be revealed. Exploring the parts of the self can bring about awareness which promotes change and motivation for an individual to achieve balance and their goals in life.

In addition to my clinical practice, I believe active involvement in professional counseling organizations and service to the counseling profession are of utmost importance. Over the past 10 years, I have held various leadership positions within the Texas Counseling Association (TCA), advocated for mental health laws and consumers, and mentored aspiring and new professionals in the areas of professional service. My previous leadership roles within professional counseling organizations include serving on TCA's Executive Board under the role of TCA Secretary (2018-2021), Co-Chair for TCA's Public Policy Committee, and the division leadership roles for the Texas Association of Marriage and Family Counselors as Senator, Legislative Liaison, and Board Member at Large. In terms of national service, I have previously served on the Current Affairs Committee for the Association for Humanistic Counseling a division of the American Counseling Association. Currently, I am serving as TCA's Liaison to the Behavioral Health Executive Council (BHEC) and on the BHEC Rules & Standardization Taskforce.

II. View of Supervision

My supervision style is consistent with my guiding theory and is based on humanistic principles. Much like the counseling relationship, the supervision relationship is collaborative in nature. I strive to serve as a collaborator

with the supervisee and work to provide a supportive environment in which the supervisee can be open to his/her/their experience and be fully engaged with the client(s) they see. The premise of supervision is to ensure the supervisee can provide ethically responsible treatment(s) to clients and are encouraged to grow as a professional counselor.

In supervisory relationships, I believe in the importance of identifying the developmental needs of supervisees. These needs are considered and integrated throughout the supervision process. In supervision, I utilize a combination of Ronnestad and Skolvholt's (2003) phases of counselor development along with Bernard and Goodyear's (2014) supervision model. At times supervision is directive in nature and the supervisee is expected to develop specific professional and personal goals along with overall skill development. As part of the supervision and growth process, I will assign written work and readings to assist the supervisee in further developing and forming their professional identity and clinical skills.

III. Evaluative Processes in Counseling Supervision

The evaluation process in counseling supervision is an ongoing practice which should consist of open and honest communication between the supervisee and supervisor. Throughout the supervision process informal and formal assessment will occur and I will provide my impressions of strengths and areas for supervisee growth. When possible, evaluative feedback can be provided by observation of video and or audio recordings of the supervisee's work with clients. It is the responsibility of the supervisee to let me know if they are dissatisfied with the feedback they are receiving. If the supervisee is not satisfied with the supervision provided, I invite them to discuss this with me at once and during an individual supervision session; this process can enhance the supervisory relationship and progress in becoming a professional counselor.

As a counselor supervisor, I play various professional roles which may include that of teacher, counselor, mentor, and/or consultant. The use of these roles assists me in providing and directing effective counseling supervision. It is important to note that I cannot provide professional counseling services to my supervisees; my role of counselor in the supervision process includes expanding the supervisee's awareness of personal issues which impact their clinical work with current and future clients. If deemed necessary, I will provide the supervisee with referrals to a qualified mental health professional.

IV. Supervision Arrangements

Arrangements for supervision will be agreed upon at the beginning of the supervisory relationship. All arrangements will be further delineated within the Supervision Agreement & Contract which will be signed and dated by both the supervisor and supervisee.

V. Legal and Ethical Arrangements in Supervision

The supervisor and supervisee shall adhere to the Rules and Regulations as set forth by the BHEC and TSBEPC, along with the American Counseling Association's Code of Ethics. In addition, the Supervisor and Supervisee will be knowledgeable of the Texas Family Code, Chapter 611 of the Health and Safety Code, Texas House Bill 300 relating to confidentiality of client's records, and any federal laws or regulations pertaining to the counseling profession. Supervisees should maintain access to all relevant laws and codes throughout supervision.

Throughout the supervision process, I will maintain record of our supervision sessions and recommend the supervisee do the same. All information shared with me in supervision will be kept confidential unless it falls within the limits of confidentiality. By law, I will release confidential material under the following circumstances: 1) I determine the supervisee or a client is a danger to themselves or others; 2) I suspect the abuse of a child, incapacitated person, or elderly person; 3) I am ordered by a court of law to disclose information; and 4) It is necessary to defend myself against legal action or formal complaint that the supervisee and/or supervisee's client make before a court or regulatory board. Although I may be required to disclose a client's case or my supervision of the supervisee in extreme or specific circumstances (identified above), in such instances and if possible, a client's identifying information will not be disclosed so that confidentiality may be protected.