

**AUBURN UNIVERSITY**  
**Standard Biographical Data**  
**for Submission with Promotion/Tenure Review**

*Name:* **Scott A. Ketring**

*Department:* **Human Development & Family Studies**

*Present Rank:* **Associate Professor**

*Year in Faculty Service at AU:* **10.0**

*Type of Current Appointment:* **Tenure-track**

*Pay Basis:* **9 months**

*College:* **Human Sciences**

*Years Completed in Present Rank:* **4.0**

*Years in Faculty Service Elsewhere:* **0**

*Graduate Faculty Status:* **Member (Awarded Dec. 1999)**

**Education**

<i>Institution</i>	<i>Degree</i>	<i>Major</i>	<i>Date Awarded</i>
<b>Kansas State University</b>	<b>Ph.D.</b>	<b>Marriage &amp; Family Therapy</b>	<b>May, 1999</b>
<b>Brigham Young University</b>	<b>M.S.</b>	<b>Marriage &amp; Family Therapy</b>	<b>December, 1996</b>
<b>Brigham Young University</b>	<b>B.S.</b>	<b>Major: Family Science Minor: Spanish</b>	<b>April, 1994</b>

**Academic Experience**

<i>Institution</i>	<i>Position</i>	<i>Period of Appointment</i>
<b>Auburn University</b>	<b>Associate Professor</b>	<b>April 2005 - Present</b>
<b>Auburn University</b>	<b>Acting Director MFT Program</b>	<b>March 2009 - May 2009</b>
<b>Auburn University</b>	<b>Acting Director MFT Program</b>	<b>February 2007 - April 2007</b>
<b>Auburn University</b>	<b>Acting Director MFT Program</b>	<b>May 2005 - August 2005</b>
<b>Auburn University</b>	<b>Assistant Professor</b>	<b>August 1999 - April 2005</b>

I have reviewed (except letters) the contents submitted in the attached dossier:

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Scott A. Ketring**  
Human Development and Family Studies

**I. Assigned Duties**

2008 - 2009	47.5% Teaching	47.5% Research	05% Service
2007 - 2008	47.5% Teaching	47.5% Research	05% Service
2006 - 2007	62.5% Teaching	32.5% Research	05% Service
2005 - 2006	60% Teaching	35% Research	05% Service
2004 - 2005	60% Teaching	35% Research	05% Service
2003 - 2004	57% Teaching	38% Research	05% Service
2002 - 2003	57% Teaching	38% Research	05% Service
2001 - 2002	57% Teaching	38% Research	05% Service
2000 - 2001	47% Teaching	38% Research	15% Service
1999 - 2000	60% Teaching	25% Research	15% Service

**II. Honors and Awards**

2009	Nomination, Distinguished Service Award, AAMFT
2005	Auburn University Panhellenic Council Nominee, Outstanding Faculty
2003	Faculty Honoree, Camp War Eagle
2002 - 2003	SGA Outstanding Faculty Award, College of Human Sciences
2000 - 2001	SGA Outstanding Faculty Nominee, College of Human Sciences
1995- 1997	Student Representative, Kappa Omicron Nu Honor Society Board of Directors

**III. Contributions****A. Teaching****1. Courses Taught During the Past Three Years**

<u>Course and Credit Hours</u>		<u>Lecture Hr/Week</u>	<u>Lab Hr/Week</u>	<u>Enrolled</u>	<u>Mean Evaluation</u>
<b>Fall, 2008</b>					
HDF 2000	Families in a Global Context (3)	3	0	221	4.50
HDF 7610*	MFT Theory II (3)	3	0	06	4.60
HDF 7640*	MFT Clinical III (3)	3	0	06	4.80
<b>Summer, 2008</b>					
HDF 7630*	MFT Clinical II (3)	3	0	06	5.00*
HDF 7650*	MFT Professional Issues (3)	3	0	06	5.00*
<b>Spring, 2008</b>					
HDF 7920	MFT Internship (3)	3	10	06	4.80*

<u>Course and Credit Hours</u>	<u>Lecture Hr/Week</u>	<u>Lab Hr/Week</u>	<u>Enrolled</u>	<u>Mean Evaluation</u>
<b>Fall, 2007</b>				
HDF 2000 Families in a Global Context (3)	3	0	192	4.00
HDF 7640* MFT Clinical III (3)	3	0	06	4.30
HDF 7610* MFT Theory II (3)	3	0	06	4.40
<b>Summer, 2007</b>				
HDF 7630* MFT Clinical II (3)	3	0	06	4.31
HDF 7650* MFT Professional Issues (3)	3	0	06	4.45
<b>Spring, 2007</b>				
HDF 2000 Families in a Global Context (3)	3	0	89	4.26
HDF 7920 MFT Internship (3)	3	10	06	4.95
<b>Fall, 2006</b>				
HDF 7610 MFT Theory II (3)	3	0	06	4.63
<b>Summer, 2006</b>				
HDF 7920 MFT Internship (3)	3	10	05	4.70
HDF 7630* MFT Clinical II (3)	3	0	06	4.18
HDF 7650* MFT Professional Issues (3)	3	0	06	4.18
HDF 2000 Families in a Global Context (3)	3	0	38	4.74
<b>Spring, 2006</b>				
HDF 4500 Hospitalized Children (3)	3	0	22	4.78
HDF 7920 MFT Internship (3)	3	10	06	5.00
HDF 7640* MFT Clinical III (3)	3	0	06	4.76

\* Team taught class  
 Fall, 2007 Evaluations Change from Mean to Median

**2. Graduate Students Whose Work is Completed**

**a. Served as major professor**

<u>Name</u>	<u>Degree</u>	<u>Year</u>	<u>Current Position</u>
Kathryn Walker	M.S.	2008	Ph.D. Student, University of Georgia
Robert Porter	M.S.	2007	Ph.D. Student, Texas Tech University
Mikael Gray	M.S.	2006	Family Therapist, Atlanta, GA
Melissa Stephens	M.S.	2006	Family Therapist, Salt Lake City, UT
Austin Houghtaling	M.S.	2006	Ph.D. Candidate, Texas Tech University
Meetika Jindal	M.S.	2005	Therapist, Atlanta, GA
Edward Martinelli	Ph.D.	2005	Director Disabilities, Utah Valley State University
Carmella Sheppard	M.S.	2005	Therapist, Manhattan, NY
Hollie Whechel	M.S.	2005	Therapist, Athens, GA
Conar Rochford	M.S.	2005	Therapeutic Foster Care, AL.
Kevin Wimbish	M.S.	2004	Family Therapist, North Carolina

Paul Springer	M.S.	2003	Assistant Professor, University of Neb.
Tony Capers	M.S.	2002	Housing Coordinator, Roanoke College
Brian Higginbotham	M.S.	2002	Assistant Prof. Utah State University

**b. Served as committee member**

<u>Name</u>	<u>Degree</u>	<u>Year</u>	<u>Current Position</u>
Emily Kahumoku	M.S.	2008	Completing MFT Program
Sara Browder	M.S.	2008	Extension Services, AL
Audrey Minor	M.S.	2008	Adjunct Faculty, Mobile University
Ashley Anders	M.S.	2008	Ph.D. Student, Auburn University
Paty Reynolds	M.S.	2008	Family Therapist, Dothan, AL
Michelle Melton	M.S.	2007	Family Therapist, Atlanta, GA
Jacob Nishida	M.S.	2007	Ph.D. Student, Purdue University
Brittany Hunt	M.S.	2006	Therapist, Atlanta, GA
Lanie Dakin	M.S.	2006	English Teacher 2 <sup>nd</sup> Language Italy
Emily Hamm	M.S.	2005	Graduated
Angela Bradford	M.S.	2005	Ph.D. Student, Auburn University
Amy Long	M.S.	2005	Therapist, Athens, GA
Rachel Jumper	M.S.	2005	Ph.D. Program Texas A & M
Dallas Chambers	M.S.	2004	Family Therapist, Alabama
Bridget N. Wingo	M.S.	2003	Extension Agent, Alabama
Elizabeth Cook	M.S.	2003	Family Therapist, Atlanta, GA
Branden Henline	M.S.	2002	Ph.D. Student, Texas Tech University
Jon Larsen	M.S.	2001	Family Therapist, Utah
Guy Cunningham	Ph.D.	2001	Assistant Professor, Grand View College
Changela Williams	M.S.	2001	Family Therapist, Alabama
Stacey Williams	M.S.	2000	Director of Multicultural Affairs, University of South Carolina, Aiken

**c. Served as graduate school representative**

<u>Name</u>	<u>Degree</u>	<u>Year</u>	<u>Department</u>
Linda Duthiers	Ph.D.	2005	Counseling Psychology
Stacie Smoot	Ph.D.	2004	Counseling Psychology

**3. Current Graduate Student Committees:**

**a. Serving as major professor**

<u>Name</u>	<u>Degree</u> <u>Expected</u>	<u>Status</u>
-------------	----------------------------------	---------------

**b. Serving as committee member**

<u>Name</u>	<u>Degree</u> <u>Expected</u>	<u>Status</u>
Alyssa Banford	M.S.	In Progress
Jonothan Decker	M.S.	In Progress
Jacob Jensen	M.S.	In Progress
Catina Lynaum	M.S.	In Progress
Lisa Devore	Ph.D. (Coun)	In Progress

#### 4. Courses and Curricula Developed

Continuously working to develop each course within an academic program is vital to the continued instructional vision. Specific course adjustments allow the students to receive the latest research and theory, and maintain a competitive edge in the work environment following graduation. For this purpose I continue my efforts to remain at the forefront of vital information concerning clinical practice, brain development and functioning, and relationship impacts on individual functioning. As I continue to present across the state and at national conferences concerning the impact of healthy marriage, I develop new knowledge and have professional presentations which can be adapted to undergraduate and graduate curriculum.

I provide professional presentations across Alabama on a number of topics for the Alabama Community Healthy Marriage Initiative (ACHMI) and as a representative of the MFT program. I have continuously used the preparation for the professional presentations to enhance the delivery and research content of specific topics within my HDFS 2000, "Families in a Global Context," course. As I present to professional audiences within an interactive format I think of new ways to present material to students within an academic setting. It is critical to provide information in the most captivating manner possible. From my professional presentations I have added information about sexuality in marriage across the life-span, healthy marriage impacts on children, and couple communication information. I have also spread research information throughout the course dispelling marriage, family, and child myths. My latest push is to make sure that the lectures are completely cited throughout each course. The citation of the courses will allow them to become adjusted to a distance learning framework.

In my graduate teaching, I frequently review the syllabi of Marriage and Family Therapy training programs across the country to evaluate how others are teaching master's level Marriage and Family Therapy curriculum. My goal is to remain at the forefront of the treatment issues for the most common mental health problems. This forces me to evaluate clinical articles and conference sessions in the various mental health and medical professions. The most effective way to continue this process is to continuously listen to professional conference proceedings to gain knowledge in areas of research which are often outside of my field. From these audio segments I am able to synthesize information to be integrated in my graduate courses. This continuous updating has had a positive impact on the curriculum in each graduate course and allows me to change course readings each year.

Two courses which have been adapted the most are HDFS 7610 and 7630. In 2007 I was requested by my national association, AAMFT, to provide a clinical update on the abuse and neglect literature in the associations professional magazine. From this update I was able to further my knowledge about the impact of abuse on brain development, socio-emotional functioning, and evidence based treatment options. Additionally, I received requests to present the material professionally. From the article and professional presentations I was able to add to the course content. The readings and audio segments were changed to more fully accentuate the evidence based treatment literature. I judge the success of the changes based on the feedback of students in their exit interviews concerning beneficial course materials. This section is the most praised element within the program. From the feedback it is clear that teaching ways to treat abused children has added to the course content, and has strengthened the academic efforts of the program. I have also adjusted the adolescent treatment section of the 7630 course to address more in-depth issues with particular treatments rather than focus

broadly at multiple types of treatments. This adjustment was met with positive reviews from students and excellent feedback. Rather than overwhelm students with the different therapy options available in treating adolescents in a family context, I decided to focus on two treatments more extensively. I then offer an overview of some other evidence based treatments. Students now feel more prepared working with adolescents at placements and course evaluations improved measurably.

I will continue to adjust how I present my course materials so that students are provided the most in-depth and focused materials on each subject. My ultimate goal is to measure objectively the progress of therapists within the training program. For this reason I have begun to change how I teach HDFS 7920, which is the internship aspect of the training program. I have developed a tracking assessment for supervision and will move to connect this to client outcomes. I have placed more emphasis on tying therapist evaluations with client change scores. Therapists are also required to create treatment plans on a more frequent basis and focus the treatment plans on small increments of change. I audit cases to ensure that therapists are maintaining adequate case files. I am also assigning undergraduate interns the responsibility of reviewing the month by month session videos of therapists to establish video files of positive and negative therapeutic techniques based on a simple three part coding scheme. Finally, I have worked with the students to update the MFT program web page, with the focus on marketing to prospective, current, and graduated clients.

Each course change has the intended benefit of moving the curriculum towards an evidence based teaching approach. I am more focused on measuring student change, and re-evaluating how I measure this change. I am working to establish behavioral measures of therapist-in-training progress. I hope to establish a training program that moves beyond a “grade” as a benchmark for evaluation, towards specific behavioral tasks established as benchmarks. By focusing on integrating knowledge outside of the field of family therapy, integrating evidence based treatment approaches in the curriculum, and changing how students are evaluated within the clinical context I am creating a vision for the Auburn University Marriage and Family Therapy Program.

## **5. Funding for Teaching Improvement**

Funding Source: College of Human Sciences  
 Title of Project: Digital Improvements to Marriage and Family Therapy Center  
 Date of Funding: January, 2005  
 Award Amount: \$6,825

Funding Source: College of Human Sciences  
 Title of Project: Teaching improvement of marriage and family therapy interns  
 Date of Funding: May, 2003  
 Award Amount: \$63,200

I took the lead, in 2003, 2005, and 2009 in securing internal funding from the College of Human Sciences and at the broader university level for teaching improvements for the MFT training center. The funding has been used to provide students with the latest technologies to enhance training and supervision of therapy. Through my efforts we moved out of the analog age and into the digital age. The monies have been used to buy digital cameras, computer systems for storing and viewing therapy sessions, and equipment for session coding and moment by moment evaluation of therapy effectiveness. The evaluation methods are different in nature and provide

students with a varied training experience. I currently employ the use of perception analyzers in the training context. Therapists are provided dials which allow them the possibility of continuously rating a colleague as they conduct therapy. This procedure provides two outcomes. First the therapist who is conducting therapy can see how the colleagues, as a group, rate therapy provided. Second, the colleagues behind the mirror are allowed to measure their analysis of the session against mine, as the supervisor. I am now integrating digital coding equipment to further conduct behavior analysis of client and therapist interactions. I am also working with Margaret Keiley to train therapists in the use of psycho-physiological equipment so that we can measure therapist and client physiological responses moment-by-moment.

At the same time I revamped the therapy and supervision assessments. These changes facilitated the restructuring of therapy intern training. I will then evaluate if the assessments used to evaluate the students are in agreement with the other measures of within session change for clients and therapist effectiveness. This will enhance the training process as it will be the first time client outcomes will be linked to therapist behaviors within a session.

## **6. Teaching Philosophy and Self Evaluation**

My teaching goal is to increase the knowledge base of students while instilling enthusiasm for the importance of relationships, particularly marriage and family relationships. I accomplish this goal by developing a working relationship with students, adapting the course materials, and keeping current on research and theory. I am working to keep abreast of the latest research and theory within the field of human development, family studies, and relationship therapy. The effectiveness of teaching is based on theories and research supporting teaching effectiveness. First, personal availability to students and enhanced interaction techniques are essential for student involvement. Second, offering relevant course material allows for increased interest. Finally, there are specific ways to increase the retention of teaching materials. Each of these three parts are essential in creating a strong teaching environment.

Research and personal experience suggests that students are most receptive to learning when the instructor demonstrates sincere interest in them. Simple things like learning students names, remembering specific details about students, and making a point of being available, send a message of connection. I make myself available to walk and speak with students before and after class, or during office hours so that students can talk about how the course relates to their lives. Often course materials pique interest because of personal experiences. These personal interactions with the students outside of class facilitate dialogue within a classroom setting based on faculty and student variables. The conversations impact my teaching as I can clarify and adjust the classroom experiences based on the conversations. I also tailor course materials to answer specific student questions which seem pertinent to class materials without divulging specific student information. Students increase dialogue because they are more connected to me based on my willingness to converse and help extend their academic experience. Our interactions provide answers to questions, broaden interest in course materials, and increase the students desire to improve performance.

Increasing student interest in course materials facilitates student learning. Making the course exciting as well as informative helps students retain newly learned concepts and theories. My personal style is to quickly present a mixture of research and theory concerning human development and family dynamics using a twist of personal stories, humor, and visual aids. Combining humor and stories with concepts and theories

facilitates genuine interest and allows new material to be incorporated. This style works particularly well with large section courses. Once interest is developed then students are more likely to participate with interest in small learning activities presented throughout the course. It is during learning activities that individual interactions occur and students move away from the anonymous phase towards a participant phase.

I recognize that while I cannot control students desire to learn, I can impact this desire through more effective teaching. Research supports several keys variables which contribute to information “stickiness.” I use the “SUCCES,” model in presenting course information to students. The model is based on research about how information is stored and maintained by the brain. Information which is simple, unexpected, concrete, credible, elicits emotions and is offered in a story format is more likely to be mentally incorporated by students. My job is to integrate each of these six elements into the structure of my different lectures. I have key sections of my lectures in which I offer unexpected information. This can be an attention grabber which facilitates receptivity to other information. Likewise I often use stories which are concrete and elicit emotions to help students retain information. As I elicit interest based upon interesting information I can then introduce important research or theoretical information. This will take the students to a new level of learning.

Some teaching styles I incorporate to gain student interest is working in small groups, using humor, and providing experiential activities. By engaging students, offering support, and interacting with them using the “SUCCES” principles, I increase the likelihood of student receptivity and information retention.

Forming a relationship with students, using research based teaching principles, and accommodating different learning styles allows information to be retained. However, this is pointless unless the most current research and theory in the field is used in teaching. This is why I spend a great deal of time gathering new knowledge from different fields of study, and work to integrate the knowledge into my undergraduate and graduate teaching. By gathering knowledge from different fields of research I am more able to expand my understanding of the world and more apt to help students integrate disparate information. By discussing physiological information about the relationship between brain and body I am often approached by nursing students or physical therapy students who are interested in the topic

Through my efforts to develop a teacher/student relationship, to integrate research based teaching methods, adapt the style of teaching, and to bring in new learning materials, I create a learning environment. The purpose of the learning environment is to encourage students to integrate knowledge. Incorporating new knowledge with previous experiences and knowledge allows for synthesis of information. My style of teaching is based on the research literature in the areas of student learning and teaching effectiveness which is oriented towards competency based outcomes.

## **B. Research/Creative Work**

### **1. Article-length publications**

#### **a. Refereed journal articles (18)**

Johnson, L., Ketring, S., & Anderson, S.\* (In Press). The intersession report: Development of a short questionnaire for couples therapy. *American Journal of Family Therapy* (30% Contribution).

- Springer, P.\*, **Ketring**, S., Hibbert, J., & Salts, C. (2009). Timing of initial sexual intercourse as a mediating factor between white and black rural adolescent's sexual attitudes and sense of self. *Adolescent and Family Health, 4* (2), 75-83 (33% Contribution).
- Ketring**, S., & Sheppard, C.\* (2008). Timing of first sexual intercourse for adolescent females as a mediating factor in behavior problems, reasons to have sex, and suicide ideation. *Contemporary Issues in Education Research, 2*, (1), 35-42. (50% Contribution).
- Higginbotham, B.\*, **Ketring**, S., Wright, D., Hibbert, J., & Guarino, A. (2007). The association between adult attachment styles, religiosity, and courtship violence experienced by females. *The Journal of Family Violence, 22*, (2), 55-62. (33% Contribution).
- Johnson, L., **Ketring**, S., Rohacs, J., & Brewer, A.\* (2006). Attachment and the therapy alliance in family therapy. *American Journal of Family Therapy, 34*, (3), 205-218. (25% Contribution).
- Johnson, L., & **Ketring**, S. (2006). The therapy alliance: A moderator in therapy outcome for families dealing with child abuse and neglect. *Journal of Marital & Family Therapy, 32* (3), 195-214. (50% Contribution).
- Williams, S.\*, **Ketring**, S., & Salts, C. (2005). Premature termination as a function of intake data based on ethnicity, gender, socioeconomic status, and income. *Contemporary Family Therapy, 27* (2), 211-229. (20% Contribution).
- Ketring**, S. (2005). Addressing developmental issues using psycho-education techniques. *Journal of Family Psychotherapy, 16* (3), 105-109 (100% contribution)
- Smith, T., Genry, S.\*, & **Ketring**, S. (2005). Youth leadership life skills development: Evaluating the youth leadership incubator program. *The Journal of Extension, 43*, (2), 2RIB3. (20% Contribution).
- Hodgson, J., Johnson, L., **Ketring**, S., Wampler, R., & Lamson, A (2005). Integrating research and clinical training in marriage and family therapy training programs. *The Journal of Marital and Family Therapy, 31* (1), 75-87. (20% Contribution).
- Jones, K., Smith, T., & **Ketring**, S. (2004). An exploration of sexual coercion at first sexual intercourse. *Journal of Integrative Psychology, 5*, 1-9. (20% contribution).
- Droughbay, S.\*, Nelson, T., Johnson, L., & **Ketring**, S. (2004). Career paths of prominent marriage and family therapy researchers. *Contemporary Family Therapy, 26* (4), 503-520. (20% Contribution).

- Ketring, S. & Springer, P.\*** (2004). Behind the mirror intervention in family therapy. *Journal of Family Psychotherapy, 15* (4),89-93. (70% contribution).
- Ketring, S.** (2003). “Non-threatening” honesty. *Journal of Family Psychotherapy, 14* (4), 93-98. (100% contribution).
- Johnson, L., **Ketring, S.**, & Abshire, S.\* (2002). The Revised Inventory of Parental Attachment: Measuring attachment in families. *Contemporary Family Therapy, 25* (3), 333-349. (40% contribution)
- Johnson, L., Wright, D., & **Ketring, S.** (2002). The therapeutic alliance in home-based family therapy: The influences on outcome. *The Journal of Marital and Family Therapy, 28* (1), 93-102. (25% contribution)
- Johnson, L., & **Ketring, S.** (2001). Research updates: Child abuse and neglect. *Journal of Clinical Activities, Assignments & Handouts in Psychotherapy Practice, 1* (3), 113-123. (50% contribution)
- Ketring, S., & Feinauer, L.** (1998). Perpetrator-victim relationship: Long-term effects of sexual abuse for males and females. *The American Journal of Family Therapy, 27* (2), 109-120. (50% contribution).

**b. Books (1)**

- Houghtaling, A., & **Ketring, S.** (2008). *The clinical experience of therapists in a training program: As a predictor of the therapy alliance, client dropouts, and duration of therapy.* Berlin, Germany: VDM Verlag Muller. ISBN: 978-3-8364-6886-2 (50%).

**c. Book Chapters (1)**

- Ketring, S.** (2008). Child physical abuse and neglect. In E. Boykin (Ed.) *Clinical updates for family therapists: Research and treatment approaches for issues affecting today's families: Vol. 3.* Washington, DC: American Association for Marriage & Family Therapy. ISBN: 978-1-931-846-12-7 (100%).

**d. Invited Professional Magazine Articles (1)**

- Ketring, S.** (2007, November/December). Clinical Updates: Child physical abuse and neglect. *Family Therapy Magazine*, pp. 40-49. (100%).

**e. Refereed Journal Articles Revised and Re-Submitted for Review**

- Johnson, L., **Ketring, S.**, & Anderson, S.\* (Re-Submitted 04/28/08). Confirmatory Factor Analysis of the Family Therapy Alliance Scale: A study of within family measurement invariance. (33% Contribution).

Johnson, L., **Ketring**, S., & Anderson, S.\* (Re-Submitted 06/26/08). Confirmatory Factor Analysis of the Outcome Questionnaire 45.2: A study of measurement invariance between mothers and fathers. (33% Contribution).

**f. Refereed Journal Articles Submitted for Review**

Stover, C.\*, Smith, T., Adler-Baeder, F., **Ketring**, S., & Bradford, A.\* (Submitted, 12/30/08). Adolescents' attitudes towards marriage and relationship education and counseling by demographic group: Before and after a youth relationship education curriculum. (10% Contribution).

**Ketring**, S., & Rochford, C.\* (Submitted 12/31/08). Comparing the severity of school behavioral problems for male and female adolescents receiving Therapeutic Foster Care services with pre-program behavior problems. (50% Contribution).

**g. Articles in Preparation**

**Ketring**, S., Johnson, L., Capers, T.\*, & Bradford, A., (In Preparation). The effect of family type and income on the therapeutic alliance in family therapy. (June, 2009)

Wimbish, K. \*, **Ketring**, S., Bradford, A. \*, & Johnson, L. (In Preparation). Symptom distress as a moderating factor between couples attachment styles and therapeutic alliance. (July, 2009)

**Ketring**, S., Smith, T., Jindal, M. \*, Bradford, A. (In Preparation). The amount and intensity of supervision as factors related to client outcomes in therapy. (December, 2009)

Adler-Baeder, F., Bradford, A. \*, **Ketring**, S., Smith, T., Lucier, M. \*, & Russell, C. \* (in preparation). A diverse sample of adults in marriage/relationship education: Comparative change over time in relational outcomes by sex, ethnicity, and SES. (August, 2009)

Adler-Baeder, F., Russell, C. \*, **Ketring**, S., & Smith, T. A. (in preparation). Thriving in stepfamilies: Individual competence and risk taking among African American youth. (Unknown)

Calligas, A. \*, Adler-Baeder, F., Smith, T., **Ketring**, S. (in preparation). Relationship/Marriage Education: Examining predictors of changes in parenting among low-resource participants. (August, 2009).

**Ketring**, S., Lucier, M. \*, Adler-Baeder, F., Bradford, A. \*, & Smith, T. (in preparation). Marriage education and gender role malleability among ethnically-diverse participants. (June, 2009)

Adler-Baeder, F., Smith, T., & **Ketring**, S., & Russell, C.\* (in preparation). Class and facilitator characteristics and the effects on changes in relational skills and quality among youth and adult relationship/marriage education participants. (Unknown).

Adler-Baeder, F., **Ketring**, S., Smith, T., Lucier, M.\*, Bradford, A.\*, & Russell, C.\* (in preparation). A diverse sample of youth in community-based relationship education: Comparative change over time in relational skills and knowledge by sex, ethnicity, and SES. (October, 2009).

\* Denotes student co-author

## 2. Papers or Lectures

### a. Refereed Presentations at National/International Meetings (24)

Porter, R.\*, & **Ketring**, S. (2008, October). Client symptom distress, stage of change, and the alliance. Poster session presented at the annual conference of the American Association for Marriage and Family Therapy, Memphis, TN.

Adler-Baeder, F., Bradford, A.\*, Russell, H.\*, **Ketring**, S., & Smith, T. (2008, November). *A Diverse Sample of Adults in Marriage/Relationship Education: Consideration of Marital Status and Ethnicity*. Symposium presented at the annual conference of the National Council on Family Relations, Little Rock, AR.

Bradford, A.\*, Adler-Baeder, F., Kirkland, C.\*, Lucier, M.\*, Lathem, B.\*, Stover, C.\*, Efstration, K., Decker, J., Calligas, A., Smith, T., & **Ketring**, S. (2008, November). *Differences in relational outcomes for marriage education by sex and ethnicity*. Paper presented at the annual conference of the National Council on Family Relations, Little Rock, AR.

Calligas, A.\*, Adler-Baeder, F., Smith, T., **Ketring**, S., & Bradford, A.\* (2008, November). *The effects of marriage education on parenting qualities*. Paper presented at the annual conference of the National Council on Family Relations, Little Rock, AR.

Lucier, M.\*, Adler-Baeder, F., Kirkland, C.\*, **Ketring**, S., Lathem, B.\*, & Bradford, A.\* (2008, November). *Gender role malleability: An ethnically diverse sample*. Poster presented at the annual conference of the National Council on Family Relations, Little Rock, AR.

Houghtaling, A.\*, & **Ketring**, S. (2007, October). Clinical experience predicting MFT student's effectiveness. Poster session presented at the annual conference of the American Association for Marriage and Family Therapy, Long Beach, CA.

Lamke, L., Long, A.\*, Pittman, J., & **Ketring**, S. (2006, July). The relationship among marital quality, sexual frequency, sexual disagreement, depression, and married women's sexual satisfaction. Poster session presented at the annual conference of the IARR, Crete.

- Johnson, L., Orr, M., & **Ketring**, S. (2005, October). Client perception of in session processes as identifiers of the therapeutic relationship. Poster session presented at the annual conference of the American Association for Marriage and Family Therapy, Kansas City, MO.
- Orr, M., **Ketring**, S., & Johnson, L. (2004, November). Transactional developmental theory and family therapy services. Paper presented at the annual conference of the National Council on Family Relations, Orlando, FL.
- Higginbotham, B.\*, & **Ketring**, S. (2004, November). Relationship religiosity, attachment and courtship violence. Paper presented at the annual conference of the National Council on Family Relations, Orlando, FL.
- Jones, K.\*, **Ketring**, S., Smith, T., & Johnson, L. (2004, September). Session and supervision evaluations impacting client outcome. Poster session presented at the annual conference of the American Association for Marriage and Family Therapy, Atlanta, GA.
- Ketring**, S., Smith, T., & Jones, K.\* (2003, October). The relationship between supervision and clinical outcome. Poster session presented at the annual conference of the American Association for Marriage and Family Therapy, Long Beach, CA.
- Johnson, L., & **Ketring**, S. (2003, October). Child abuse & neglect: Treatment outcome & therapy alliance. Poster session presented at the annual conference of the American Association for Marriage and Family Therapy, Long Beach, CA.
- Harkness, J., Johnson, L., **Ketring**, S., Wampler, R., & Smith A. (2002, October). MFT training and evidence-based therapy: Weaving a tapestry. Workshop presented at the annual conference of the American Association for Marriage and Family Therapy, Cincinnati, OH.
- Rohacs, J.\*, Johnson, L., & **Ketring**, S. (2002, October). Attachment and the therapeutic alliance in family therapy. Poster session presented at the annual conference of the American Association for Marriage and Family Therapy, Cincinnati, OH.
- Johnson, L., **Ketring**, S., Nelson, T., & Droubay, S.\* (2001, October). Developing a program of research: A content analysis. Poster session presented at the annual conference of the American Association for Marriage and Family Therapy, Nashville, TN.
- Ketring**, S., & Johnson, L. (2000, November). Outcome based family therapy with abused and neglected children. Round-table presented at the annual conference of the American Association for Marriage and Family Therapy, Denver, CO.
- Ketring**, S., Johnson, L., Hibbert, J., & Williams, C.\* (2000, November). A revision of the Inventory of Parent Attachment. Poster session presented at the annual conference of the American Association for Marriage and Family Therapy, Denver, CO.

- Ketring, S., Johnson, L., Frey, S., & Robertson, K.\*** (1999, October). Race, income, and outcome in home-based family therapy. Poster session presented at the annual conference of the American Association for Marriage and Family Therapy, Chicago, IL.
- Ketring, S., & Johnson, L.** (1998, October). Adjusted Life Change Scale: Changes for low SES clients. Poster session presented at the annual conference of the American Association for Marriage and Family Therapy, Dallas, TX.
- Wangsgaard, S., **Ketring, S.**, Borrows, J., Orr, M., Phillips, S., Maxwell, & Miller, R. (1998, October). Psychotherapy treatment of erectile dysfunction: A meta-analysis. Poster session presented at the annual conference of the American Association for Marriage and Family Therapy, Dallas, TX.
- Hutchings, J., Johnson, L., Stringer-Seibold, T., & **Ketring, S.** (1997, September). Collaborative in-home therapy with multi-stressed families. Workshop presented at the annual conference of the American Association for Marriage and Family Therapy, Atlanta, GA.
- Ketring, S., Feinauer, L., & Hilton, G.** (1996, October). Emotional closeness felt by the survivor to the perpetrator prior to sexual abuse and perpetrator identity as factors effecting reaction to abuse. Poster session presented at the annual conference of the American Association for Marriage and Family Therapy, Toronto, Canada.
- Ketring, S., Feinauer, L., & Hilton, G.** (1995, November). The perpetrator/victim relationship and the long-term effects of sexual abuse for males and females. Poster presented at the annual conference of the National Council on Family Relations, Portland, OR.
- b. Invited National/International Professional Presentations (3)**
- Ketring, S.** (2006, October). Addressing and handling abuse, neglect, and violence within families. Presenter at the Family Strengthening Workshop: Empowering the Family in Challenging Times. Sponsored by: The Malaysian Ministry of Women, Family, and Community Development, Kuala Lumpur, Malaysia.
- Johnson, L., & **Ketring, S.** (2001, July). Using an ecologically based therapy model in working with abused and neglected children. Presenter and Panelist at the research conference of the American Association for Marriage and Family Therapy, Reno, NV.
- Ketring, S., & Johnson, L.** (2000, July). Family preservation research outcomes 1996-2000. Presenter and Panelist at the research conference of the American Association for Marriage and Family Therapy, Reno, NV.

c. **Invited State Professional Presentations (23)**

**Ketring, S.** (2009, February). Hot Marital Sex. Workshop presented at the Alabama Healthy Marriages, Healthy Families, and Responsible Fatherhood Conference on Best Practice, Montgomery, AL.

**Ketring, S.** (2009, February). Make a bad marriage good, make a good marriage better, and make a great marriage “Blow your Mind!” Workshop presented at the Alabama Healthy Marriages, Healthy Families, and Responsible Fatherhood Conference on Best Practice, Montgomery, AL.

**Ketring, S., & Kirkland, C.\*** (2009, February). The Role of Healthy Relationships and Marriage in Promoting Child Well-Being. Workshop presented at the Alabama Conference of Social Work.

**Ketring, S.** (2008, August). The intersection of ethics and legal risk management. Sponsored by The University of Alabama Birmingham Resource Center, Employee Assistance Program, Birmingham, AL.

**Ketring, S., & Smith** (2008, April). The intersection of ethics and legal risk management. Workshop presented at the annual conference of the Alabama Association for Marriage and Family Therapy, Auburn, AL.

**Ketring, S., & Lucier, M.** (2008, April). How Marriage and Family Therapists can become involved in the Healthy Marriage Initiative in Alabama. Workshop presented at the annual conference of the Alabama Association for Marriage and Family Therapy, Auburn, AL.

**Ketring, S., & Smith** (2008, February). The intersection of ethics and legal risk management or: Addressing ethical and legal issues without the usual guilt. Workshop presented at the annual conference of the Mississippi Association for Marriage and Family Therapy, Hattisburg, MS.

**Ketring, S., & Kirkland, C.\*** (2007, October). Marriage matters. Workshop presented at the Alabama Kids Count Series Conference. Sponsored by VOICES for Alabama’s Children, Blue Cross/Blue Shield, Birmingham, AL. (*Highest rated presenters for conference*).

**Ketring, S.** (2007, September). The art of teaching. Workshop presented at the Alabama Healthy Marriages, Healthy Families, and Responsible Fatherhood Conference on Best Practice, Opelika, AL.

**Ketring, S.** (2007, September). Managing difficult people in the workplace. Workshop presented at the Alabama Healthy Marriages, Healthy Families, and Responsible Fatherhood Conference on Best Practice, Opelika, AL.

Adler-Baeder, F. & **Ketring, S.** (2007, September). Relationship and Marriage Education. Workshop presented at the Alabama Healthy Marriages, Healthy Families, and Responsible Fatherhood Conference on Best Practice, Opelika, AL.

- Ketring, S.** (2007, April). Trauma and children: Effects on the Brain. Workshop presented at the annual conference of the Alabama Association for Marriage and Family Therapy, Tuscaloosa, AL.
- Ketring, S.** (2007, February). Sexual feelings in marriage and family therapy. Workshop presented at the annual conference of the Mississippi Association for Marriage and Family Therapy, Clinton, MS.
- Lamke, L., **Ketring, S.**, & Smith, T. (2006). Solution-focused, Problem Solving in the Workplace. ACES Management Retreat, Lake Martin, AL.
- Ketring, S.** (2006, April). Ethics issues in dealing with touch in therapy. Workshop presented at the annual conference of the Alabama Association for Marriage and Family Therapy, Tuscaloosa, AL.
- Ketring, S.** (2005, April). Ethics issues working with spiritual based clients. Workshop presented at the annual conference of the Alabama Association for Marriage and Family Therapy, Tuscaloosa, AL.
- Ketring, S.** (2004, May). Ethics in practice: Establishing ethical boundaries. Workshop presented at the annual conference of the Alabama Association for Marriage and Family Therapy, Birmingham, AL.
- Ketring, S.** (2003, December). Virtue ethics: A theoretical framework for therapy practice. Workshop presented at the regional meeting of the Alabama Association for Marriage and Family Therapy, Birmingham, AL.
- Ketring, S.** (2003, February). Ethics in practice: Establishing ethical boundaries. Workshop presented at the annual conference of the Mississippi Association for Marriage and Family Therapy, Jackson, MS.
- Ketring, S.** (2002, October). Virtue ethics: A theoretical framework for therapy practice. Workshop presented at the regional meeting of the Alabama Association for Marriage and Family Therapy, Birmingham, AL.
- Ketring, S.** (2002, May). Establishing ethical boundaries and dealing with the legal aspects of practice. Workshop presented at the annual conference of the Alabama Association for Marriage and Family Therapy, Montgomery, AL.
- Ketring, S.** (1999, December). Ethical practice. Workshop presented at the regional meeting of the Alabama Association for Marriage and Family Therapy, Auburn, AL.
- Ketring, S.** (1996, May). Severity of abuse and perpetrator identity as factors affecting reaction to abuse. Workshop presented at the annual conference of the Utah Association for Marriage and Family Therapy, Park City, UT.

**d. Professional Conferences by Invitation Only (3)**

Faculty Participant (2004, July). Educators Summit of the American Association for Marriage and Family Therapy, Reno, NV.

Faculty Participant and Panelist. (2002, July). Research conference of the American Association for Marriage and Family Therapy, Reno, NV.

Faculty Participant. (1999, July). Research conference of the American Association for Marriage and Family Therapy, Chicago, IL.

\* Denotes student co-contributor

**3. Grants**

**a. Grants Obtained**

Date of Funding: June 2008  
 Title of Project: Competitive Research Grant: Psychophysiology  
 Equipment Request  
 Program Director: Ketring, S. (PI); Keily, M., & Smith, T., (Co-PIs)  
 Funding Agency: Auburn University  
 Award Amount: \$10000

Date of Funding: August 2006  
 Title of Project: Alabama Community Healthy Marriage Initiative  
 Program Director: Adler-Baeder, F. (PI), Co-Principle Investigators:  
 Smith, T., Ketring, S., & Vaughn, B.  
 Funding Agency: United States Department for Health and Human Services:  
 Administration for Children and Families  
 Initial Award: \$8,224,493.00 (2006-11)  
 Additional Award: \$954,556.00 (2007-11)

Date of Funding: June 2000  
 Title of Project: Competitive Research Grant  
 Program Director: Ketring, S.  
 Funding Agency: Auburn University  
 Award Amount: \$3000

**b. Non-Funded Grant Requests**

Date of Funding: Not Funded  
 Date of Possible Funding: Fall 2005 - 2008  
 Title of Project: Multiple family interactional groups for youth substance abuse prevention: Intervention and assessment  
 Program Director: Keiley, M. K. (PI), Smith, T., & Ketring, S. (Co-PIs)  
 Funding Agency: ADECA Law Enforcement / Traffic Safety Division/ Al.  
 Award Amount: \$750,000

**c. Contracts Obtained**

Date of Funding: June, 1997  
 Title of Project: Pilot Study of Outcome Research for Family Preservation  
 Program Director: Ketring, S.  
 Funding Agency: Kansas Children’s Service League  
 Award Amount: \$19,200

**4. Description of candidate’s scholarly program**

I have long been interested in how marriage therapy and education are best delivered to those living in poverty and those who are minorities. Traditionally, services have only been evaluated with college educated European American clients. However, the viability of marriage education and marriage and family therapy is dependent on a shift in focus to effectively serve disadvantaged populations. Of my current publications, one third, deal with family therapy and populations at 200% below the poverty level. This research highlights the possibility of therapeutic change with under-served poor clients. My interests of working with under-served populations helped form a collaborative relationship with Francesca Adler-Baeder because she has been gathering information about marriage education efforts with rural minorities who have lower education and income levels. I see the value in benefitting all types of marriage through multiple frameworks. The marriage education research has furthered my efforts to evaluate how we serve diverse populations. Both research streams allow me to evaluate provider and participant characteristics which impact the delivery of services. This information should prove valuable in training future educators and therapists in working with those in poverty and minority populations.

As a supervisor and trainer of marriage and family therapists I have witnessed varying levels of ability among therapists-in-training to benefit clients. As a result of these observations I decided to focus my research program to better understand what therapeutic relationship qualities are most related to client change. I also want to know how therapists can be more effectively trained to incorporate effective therapeutic qualities, especially with disadvantaged populations. More specifically, can the training that supervisors provide beginning level therapists be improved so that therapists work more effectively with diverse couples and families? My research assumes that the relationship between the therapist and client is a contributor to client change, that the supervisor can indirectly impact the client outcomes, and that research based outcomes can be derived to offer better training. As we work to evaluate the effectiveness of therapists we can accurately assess treatment stumbling blocks.

Previous research in marriage therapy has demonstrated that the relationship between provider and participants impacts client outcomes in therapy. However, few of these studies incorporated under-served populations. These findings have lead me to study the factors which make some therapists more effective than others at delivering therapy to diverse couples and families. From this research I have been able to verify mediating and moderating variables that need to be addressed by therapists to more effectively meet the needs of clients. Recent finding have demonstrated that husbands and wives are impacted differently by therapy and that wives are more prone to experience change no matter the level of symptoms at intake. This finding is true for wives of all income levels. I will further this research to evaluate the combination of minority status and income as indicators of change in therapy.

I believe that the link between therapist training and client outcomes need to also be evaluated. This area of the literature has few findings of importance. As we understand the impact that the therapeutic relationship has on client improvements, supervisors of therapists will be forced to re-evaluate how therapists are trained. I am currently involved in several collaborative research projects with HDFS faculty and graduate students concerning how therapy supervision impacts the therapist's relationship with clients and ultimately, therapy outcomes. Results from these projects will help the field move beyond strict allegiance to unsupported supervision theory. By following supervision, client termination rates, and client outcomes, I will be able to enhance therapist training and implement the findings with difficult to treat populations.

The research related to marriage education and sustained change is essential in proving that education makes a difference. I am most interested in the impact of the education classes on minority participants nested in poor areas. Through the use of comparison groups and multiple waves of data it will be easier to track marriage education outcomes. Most interesting is the research related to marriage education as an impact factor on independent observations of child functioning. Our research with the head start children in Tuskegee will further this literature.

My research program will continue to focus on participants of education and therapy programs who are of minority status and/or poor. Evaluating the effectiveness of education and therapy with under-served populations contributes to the development and improvement of services. My research is moving towards the evaluation and improvement of the training process. I see a need to research the most effect ways to improve the training process.

**C. Outreach**

Candidate does not have an outreach assignment.

**D. Service**

**1. University Service**

**a. Service to the University**

- ◇ Member, University Teaching Effectiveness Committee, 2007-2010
- ◇ Member, University Curriculum Committee, 2004-2007
- ◇ Founding Member, Advisory Board for Biggio Center for the Enhancement of Teaching and Learning, 2004-2007

- ◇ Panel Member, Extension Services Video, Pre-K through Fifth Grade Disaster Video, 2005
- ◇ Member, University Teaching Effectiveness Committee, 2001-2004
- ◇ Member, University Library Committee, 2001-2004

**b. Service to the College**

- ◇ Member, Auburn University Early Learning Center Scholarship Committee, 2004-Present
- ◇ Member, War on Hunger Committee 2004-2007
- ◇ Adviser, Empty Bowls Banquet, 2006
- ◇ Director, Presbyterian Church Hunger Banquet, 2005
- ◇ Director, University Hunger Banquet, 2004
- ◇ Advisor, Kappa Omicron Nu Honor Society, 2000-2002
- ◇ Member, College Curriculum Committee, 2001-2002

**c. Service to the Department**

- ◇ Member, Family Studies Curriculum Sequencing Committee, HDFS, 2009
- ◇ Member, Student Recruitment Committee, HDFS, 2008 - 2009
- ◇ Member, Doctoral Program Curriculum Committee, HDFS, 2008 - 2009
- ◇ Member, Student Recruitment Committee, HDFS, 2008 - 2009
- ◇ Member, Qualifying Exam Committee, HDFS, 2006 - 2009
- ◇ Member, Committee for Revising the Qualifying Exam, HDFS, 2008
- ◇ Member, Graduate Alumni Survey Committee, 1999 - 2001
- ◇ Member, SACS Undergraduate Committee, 2000 - 2001
- ◇ Annual Guest Lecture in HDFS 1850, 2001 - Present

**d. Service to the Marriage and Family Therapy Program**

- ◇ Acting Director, Marriage and Family Therapy Program, March - May 2009  
**0% Administrative Assignment**
- ◇ Acting Director, Marriage and Family Therapy Program, February - April 2007  
**0% Administrative Assignment**
- ◇ Acting Director, Marriage and Family Therapy Program, Summer 2005  
**0% Administrative Assignment**
  
- ◇ Coordinate Marketing of Marriage and Family Therapy Services (2003 - Present)
  - ◇ Direct, student efforts for individual and group marketing (2003 - Present)
  - ◇ Direct, Web page development, (2004 & 2008 - Present)
    - ◇ Secure template for front-page.
    - ◇ Review web pages from different MFT programs
    - ◇ Add materials for prospective, current, and graduate clients
  
- ◇ Coordinator, Clinic Digital Coding Laboratory, 2003-Present
  - ◇ Secure Update of Audio, Video, Digital, and Research Equipment for MFT Center, April 2009
    - ◇ New Digital Wiring, Head-phones, Sound, Cameras, and Monitors
    - ◇ New Hard Drive computers for recording and editing, laptops, and printers
    - ◇ New Behavioral Coding and Recording Multiple Digital Video Feeds

- ◇ Biopac Hardware for Bio-physiological monitoring
- ◇ Mindware for Analysis of Bio-physiological monitoring
- ◇ Training for Perception Analyzer use
- ◇ Hosted St. Louis University Faculty to demonstrate equipment, 2007
- ◇ Hosted William and Mary University Faculty to demonstrate equipment, 2007
- ◇ Hosted Auburn University Counseling Faculty to demonstrate equipment, 2006
- ◇ Hosted Friends University Faculty to train on use of equipment, 2006
- ◇ Secure Equipment update for MFT Center, May 2005
  - ◇ Digital Compression and Coding Software for Automatic Download
- ◇ Secure Digital Equipment for MFT Center, January 2003
  - ◇ New Computers, printers, and laptop to transition form VCR to hard-drive based storage of therapy.
  - ◇ New Editing Software for the viewing and editing of therapy sessions
  - ◇ Perception Analyzers for evaluation of therapy
- ◇ Coordinator, Undergraduate Internships and Practicum Students, 2001-Present
  - ◇ Secure and Manage, Undergraduate Interns, 2009 - Present
  - ◇ Secure and Manage, Undergraduate Practicum Students, 2000 - 2009
- ◇ Developer, The AU Supervision Form, 2002-Present
  - ◇ Developer, The AU Supervision Form, 2008 & 2009
  - ◇ Developer, The AU Weekly Session Evaluation, 2004 & 2007
  - ◇ Developer, The AU Weekly Supervision Record, 2001, 2002, 2003, & 2007
- ◇ Developer, The Clinical Assessment Package, 2002 - 2007
  - ◇ Revise Clinical Assessments for Clinical Services, 2005 - 2006
  - ◇ Changed Clinical Assessments for Clinical Services, 2001 - 2002
  - ◇ Developer, Policy and Procedures for MFT Clinic Manual, 2002
  - ◇ Revise, Marriage and Family Therapy Program Handbook, 2005 & 2007

## 2. **Professional Service**

### a. **Service to Profession**

- ◇ External reviewer for tenure application of James Morris, Texas Tech University, 2007 & 2008
- ◇ External reviewer for tenure application of Colleen Peterson, University of Nevada Las Vegas, 2007
- ◇ Member Board of Directors for Alabama MFT Association, 2005- 2009
  - ◇ Spearheaded 2009 conference due to Board Attrition.
  - ◇ Selected the ALAMFT Conference Keynote Speaker, 2007-2009
  - ◇ Developed protocol and application for CEU requests from ALAMFT, 2007
- ◇ Editorial Board, Journal of Marital and Family Therapy, 2004-2009
- ◇ Ethics Newsletter for ALAMFT, 2006
- ◇ Site Visit, Saint Joseph's University, Hartford, CT. May 2005
- ◇ Member, American Association for Marriage and Family Therapy Core Competencies Task Force, 2003-2004
- ◇ Reviewer, Journal of Marital and Family Therapy. 2001-2004
- ◇ Site Visitor, American Association for Marriage and Family Therapy, 2000-Present

**b. Professional Licenses and Memberships in Professional Organizations**

- ◇ Licensed Marriage and Family Therapist, Alabama License Number 206, 2000-present.
- ◇ Licensed Marriage and Family Therapy Supervisor, Alabama License Number S206, 2000-present.
- ◇ Licensed Marriage and Family Therapy Supervisor of Supervision, Alabama License Number SS206, 2000-present.
- ◇ Licensed Marriage and Family Therapist, Kansas License Number 421, 1999-2000.
- ◇ Member, American Association for Marriage and Family Therapy, 1994-Present
- ◇ Clinical Supervisor, American Association for Marriage and Family Therapy, 2000-Present
- ◇ Member, National Council on Family Relations, 1993-Present.
- ◇ Member, Kappa Omicron Nu Honor Society, 1993-Present

**3. Community Service**

I have endeavored to develop a practice that over the years has served the Auburn/Opelika community and extended to the metropolitan areas of Montgomery and Birmingham. While I have limited my therapy services to the Auburn/Opelika area my previous exposure to people across the state creates a demand for services within a two hour radius from Auburn. These clients come for marital, family, and individual therapy for a wide range of problems. My private practice facilitates opportunities to offer educational workshops in different communities across the state on topics of dating and marriage, problem adolescents, death and loss, divorce-remarriage, and step-family issues. Continuously offering public workshops forces me to customize my education materials to meet the needs of diverse participants. Several examples of my community service are noted below:

**a. Community Service**

- ◇ Alabama Community Healthy Marriage Initiative Outreach, November, 2006-Present
  - ◇ Interviewer, Focus Group Interviews of Participants and Facilitators, Marriage Curriculum, Auburn, Al. (04/13/2009).
  - ◇ Interview, Visions Program for CTV Communications, Promotion of the Healthy Families and Responsible Fatherhood Conference on Best Practices, (01/15/2009).
  - ◇ Interview, Auburn/Opelika News, Sex in Marriage for 2009 Bridal Expo, (01/11/2009).
  - ◇ Interview, WRBL News Channel 3, Columbus, GA., 2009 Bridal Expo, (01/09/2009).
  - ◇ ACHMI Blog, The “Dirty Bird,” effect. (10/14/2008).
  - ◇ Script Reviewer, Editing and Developing Scripts for PSA’s. ACHMI. October, 2008.
  - ◇ Script Editor, On Site Filming Editor of PSA’s. ACHMI. (09/26/2008).
  - ◇ ACHMI Blog, Marital arguments: What you don’t know can kill ya. (08/08/2008).

- ◇ Panel Discussion, Reaching Excellence: In search of the talented tenth. Black Graduate Student Association, UAB, Birmingham, Al. (04/19/2008).
- ◇ Script Developer, Creating Ideas for PSA Scripts. ACHMI. October, 2007.
- ◇ Newspaper Interview, "Healthy Marriage and Fatherhood," timesdaily.com, Florence, Al. (12/18/2007)
- ◇ Master of Ceremonies, The First Healthy Marriages, Healthy Families, and Responsible Fatherhood Conference on Best Practices, Opelika, Al., (09/25-27/2007).
- ◇ Jerk Training for Family Resource Centers, Montgomery, Al., (02/27/2007).
  
- ◇ Private Practice, Marital and Family Therapy, Supervision, and Consulting Services to the general public and mental health professionals, 2002-present.
  - ◇ Therapy services in the Auburn/Opelika area (August 2002 to Present).
  - ◇ Therapy services in the Birmingham area (August 2002 to August 2008).
  - ◇ Therapy services in the Montgomery area (April 2002 to December 2007).
  
- ◇ Alabama Marriage and Family Project Outreach, 2006
  - ◇ Managing difficult people in the work-place, Auburn, Al., (11/15/2006)
  - ◇ Managing difficult people in the work-place, Orange Beach, Al., (10/04/2006)
  - ◇ Managing difficult people in the work-place, Boaz, Al., (08/29/2006).
  
- ◇ Provider, Marital and Family Therapy and Adoption Consultation, 2000-2002.
  - ◇ Therapy services in the Auburn/Opelika area (August 2000 to 2002).
  - ◇ Therapy services in the Birmingham area (August 2000 to August 2002).
  - ◇ Therapy services in the Montgomery area (April 2001 to December 2002).
  - ◇ Supervisor of Alabama Adoptions for LDS Family Services (2000 - 2002).
  
- ◇ Provider, Family Therapist, Kansas Children's Service League, 1996-1999.
  - ◇ Provide in-home family therapy for state referrals of abuse/neglect, and adolescent behavior problems.
  - ◇ Testify in court concerning child custody and adolescent delinquency.
  - ◇ Train therapist conducting in-home family therapy.
  
- ◇ Provider, Social Services, Mercy Health Center, 1997-1999.
  - ◇ Represent Hospital within the coordination of adoptions.
  - ◇ Respond to families during Death/Dying process.
  - ◇ Provide Psychological and Emotional Care during ER and ICU emergencies.
  - ◇ Provide Social Services for possible abuse and neglect cases.
  
- ◇ Provider, Individual, Group, and Family Therapy for in-patient adolescents, Aspen Health Services, 1996-1996.

**b. Invited Community Presentations (45)**

**Ketring, S.** (2000-2009). Twenty-two workshops for religious congregations in Columbus, GA., Auburn, Birmingham, Oak Mountain, Columbiana, Montgomery, Wetumpka, Phenix City, and Bessemer, AL. (Topics: Death, divorce, child problems, marriage, and abuse).

- Ketring, S.** (2009, April). Promoting child well being through cultural competence. Workshop presented at the 2nd Annual Child Life Conference at Baptist Health in Montgomery.
- Ketring, S.** (2009, January). How to keep your marriage sizzling. Workshop presented for the 2009 Bridal Expo, Opelika, Al.
- Ketring, S.** (2008, November). Trauma: The brain effects and treatment protocol. Workshop presented for Bradford Health Services.
- Ketring, S.** (2008, September). Treating Conduct Disorder Adolescents: Research and Practice. Workshop presented for Therapeutic Foster Care and Family Options.
- Ketring, S., & Jackson, C.** (2008, May). Alabama Healthy Marriage Initiative: A review of the research and curriculum concerning marriage education. Workshop presented at the Annual Conference for the Community Action Association of Alabama. Birmingham, Al.
- Ketring, S.** (2008, May). Marriage education and Family Therapy effectiveness for improvements in child behavior. Workshop presented for Shelby County Law Enforcement and Parole officers.
- Ketring, S.** (2007, November). Balancing work and family. Workshop presented for the Auburn University HRD Training and Development Seminar.
- Ketring, S., & Jackson, C.** (2007, September). Alabama Healthy Marriage Initiative: Why Marriage Matters. Workshop presented for the Department of Corrections for the State of Alabama.
- Ketring, S., & Jackson, C.** (2007, July). Alabama Healthy Marriage Initiative: Why Marriage Matters. Workshop presented for the Department of Human Resources, Office of the Courts, Department of Youth Services for the State of Alabama, Family Preservation and Support Services State Coordinator, Alabama Partnership for children, State 0 – 5 Initiative, The Alabama Department of Public Health, and the Director of Family Assistance Department of Human Resources.
- Ketring, S., & Jackson, C.** (2007, March). Alabama Healthy Marriage Initiative: Why Marriage Matters. Workshop presented for the Alabama Department of Children’s Affairs, 2007 Children’s Policy Council Conference. Demopolis, Al.
- Ketring, S., & Jackson, C.** (2007, March). Alabama Healthy Marriage Initiative: Why Marriage Matters. Workshop presented for the Alabama Department of Children’s Affairs, 2007 Children’s Policy Council Conference. Decatur, Al.
- Ketring, S., & Jackson, C.** (2007, March). Alabama Healthy Marriage Initiative: Why Marriage Matters. Workshop presented for the Alabama Department of Children’s Affairs, 2007 Children’s Policy Council Conference. Evergreen, Al.

- Ketring, S., & Jackson, C.** (2007, February). Alabama Healthy Marriage Initiative: Why Marriage Matters. Workshop presented for the Alabama Department of Children's Affairs, 2007 Children's Policy Council Conference. Montgomery, Al.
- Ketring, S.** (2006, November). Balancing work and family. Workshop presented for the Auburn University HRD Training and Development Seminar.
- Ketring, S.** (2005, November). Professional self care when working with abused and neglected children. Workshop presented for the Child Advocacy Center.
- Ketring, S.** (2005, September). Balancing work and family. Workshop presented for the Human Resource Development Office of Auburn University.
- Ketring, S.** (2004, October). Parents dealing with siblings of children fighting cancer. Fall Parent Workshop. Cure Childhood Cancer, Atlanta, GA.
- Ketring, S.** (2004, September). Balancing work and family. Workshop presented for the Human Resource Development Office of Auburn University.
- Ketring, S.** (1999). Poverty and negative life events as factors influencing ecosystemic therapy: A study of family preservation. Area Directors Meeting of the Kansas Social and Rehabilitative Services, Manhattan, KS.
- Ketring, S., & Johnson, L.** (1998, May). Assessment of in-home family therapy. Family Preservation Regional Meeting. Kansas Children's Service League, Manhattan, KS.
- Ketring, S.** (1998, April). Clinical Presentation: Success with long-term habitual clients. Regional SRS Meeting. Kansas Social and Rehabilitative Services, Salina, KS.
- Hutchings, J., Johnson, L., Stringer-Seibold, T., & **Ketring, S.** (1997, September). Family Preservation: Working with multi-stressed families. Student Associate Organization Meeting, Kansas State University, Manhattan, KS.
- Ketring, S.** (1996, November). The support of rape survivors. Alpha Chi Omega Meeting, Manhattan, KS.

#### **4. Description of Candidate's Service and Administrative Work**

My personal goals of enhancing teaching effectiveness and therapist training have led me to focus my service in the Department, College, and University to issues that are related to training, teaching and mentoring students. Through my committee assignments I have worked to improve therapist training within the MFT program, to mentor students, and to improve teaching effectiveness at the University level. I also work within the community system to offer continuous outreach concerning relationship issues related to children, dating, spouses, and special issues of mental illness. Through education, participants are able to increase knowledge and skills and decrease the stigma attached to marriage education and marriage/family therapy. I am a Marriage and Family

Therapy/Educator apologist. I work to promote the research regarding services offered by marriage and family educators and therapists.

Upon my arrival in the Marriage and Family Therapy Program I observed a lot of opportunities for improvements in services offered to clients and to therapists-in-training. I was aware of the national standing that the MFT program has within the field, but it was obvious that I could significantly contribute and mold aspects of the program to fit my vision of training for students. I began working on revising the assessments and case note forms previously used for assessing clients. Previous paperwork was seven pages and only offered at intake and therapist case notes were handwritten forms without taking into account standards for case note writing. These changes to the paperwork prompted additions and changes to the AU MFT Clinic Manual and Program Manual. The clinical assessment portion of the manual from page 83 to 127 are complete additions I created to establish policy and procedures for assessment overview, and assessment distribution. I then worked to develop a supervision form which would track supervision offered within the program by all supervisors and assessment session flow, client progress, and client cooperation. From these forms I coordinate the supervision services with client progress assessed throughout the process. Later evaluations will determine therapist case note evaluations in relation to client outcomes. From these changes I implemented for the first time an evaluation process in which the therapist's grades are related partially to client outcomes. I hope to objectively evaluate therapists using client progress within therapy, rather than through subjective supervisor wisdom and interpretation.

In an effort to more effectively evaluate the relationship between client outcomes and therapist effectiveness I volunteered to serve as the Coordinator of the Digital Coding Laboratory in the Marriage and Family Therapy Center. I have worked to secure equipment to improve the training of MFT interns. This new digital equipment enabled MFT faculty to revamp the entire clinic training process, allowing students to peer-evaluate therapy, facilitate instantaneous supervision of therapy, offer coding of sessions, and provide digital archiving of sessions. Students also are able to code therapy sessions so that segments can be categorized and retrieved by therapy type, client type, and interventions used in therapy. Therapists can peer-evaluate using the perception analyzer, a hand held rating tool used to offer continuous ratings of therapist effectiveness. My expertise with the equipment has facilitated a relationship with other universities who are interested in the state of the art equipment. I have received correspondence from faculty from Harvard University, Saint Louis University, Friends University, William and Mary University, University of Georgia, Texas Tech University, Michigan State University, Virginia Tech University, Antioch University New England, University of Wisconsin-Stout, and University of Texas Medical Branch. I have received visits from William and Mary, Friends, and Auburn University Counseling Program to provide training on the use of the equipment and further explain potential uses of the equipment. I am currently working with Dr. Margaret Keiley to secure additional technology to improve the equipment to evaluate vocal tone for therapists and clients. We will be able to integrate this latest technology with ongoing research on supervision and quantifying training outcomes for therapists.

On the University level, my service on the Teaching Effectiveness Committee, the Advisory Committee to the Biggio Center for the Enhancement of Teaching and Learning, as well as my new assignment on the University Curriculum Committee, has given me the opportunity to have input on teaching grant proposals, to help improve graduate student and new faculty teaching, and to improve evaluation of teaching within

the University. My current and future service will be dedicated to improving the quality of teaching and student support at Auburn University.

My work in the community focuses on educating the professional public and the lay public concerning the importance of healthy marriage. I present in an effort to offer guidelines concerning healthy relationships between spouses, dating partners, and parent and children. I also work to promote Marriage and Family Therapy as a viable option when individual, couple, or family problems arise. My outreach service to the community is to express the benefits of healthy marriage for adult health and psychological functioning, and its impact in the lives of children, physically, academically, psychologically, and emotionally. Participants within my workshops are educated about skills, warning signs, educational resources, and treatment guidelines for many marriage, child, and family problems.

My services are dedicated towards the strengthening of Marriage and Family Therapy education and therapy within the state of Alabama. I also hope to influence how therapists are educated on a national level. The AU MFT program has the opportunity to influence training and supervision practices within the field of family therapy.

**06/12/2009**