Addiction Counselor Education – Is Educating the Future of Our Profession in Your Future?

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Panelists

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About the Presentation

Have you ever thought about teaching either as an adjunct or full-time faculty member? To support workforce demand, not only do we need a pipeline of new clinicians, we also need a pipeline of new educators who are passionate about this field. A panel of educators from INCASE – the International Coalition for Addiction Studies Education will share the skills and qualifications institutions are looking for, how to translate clinical skills into teaching and learning, and tips for transitioning to and thriving in higher education. The panel will be comprised of educators with experience in a variety of degree programs. If you have ever considered education as part of your career goals, this is your chance to get your candid questions answered by a panel of addiction education experts.

Learning Objectives

1. Participants will be able to recognize skills and qualifications necessary to be an addiction educator at different types of institutions of higher education.
2. Participants will be able to identify how to apply clinical skills in an educator role.
3. Participants will be able to articulate methods for successfully acclimating in the culture of higher education.
Initial Questions

Tell us about your professional journey that led to becoming an addiction educator.
How have you transferred skills from being a clinician to being an educator? Are there clinical experiences (e.g., field supervision) that might better help to create a pathway to become an addiction educator?

What are your experiences with pay and benefits as a faculty member? Is it worth it?
What are some of the differences between being an adjunct and full-time core faculty member?

How available are positions? How do I get into one of these jobs?
What are the scholarly activity expectations for faculty (e.g., teaching university vs. research university)?

What was it like transitioning into the culture of academia?
Is it feasible to continue clinical practice (e.g., counseling and or supervision) while working as an educator?

What are your teaching preferences (e.g., online, in-person, high flex, etc.)? To what degree do you get to choose your preferred modality?
What does academic freedom mean?

Additional Questions from the Audience
To Learn More About INCASE, visit our website:

www.incase.org

Questions and Comments

Presented by: Roy Kammer, EdD, LADC, LPC, CPPR; Joan Standora, PhD; Edward Reading, PhD, LCADC; and Monica A. Joseph, PhD, LCSW-R