

# Nicole Marie Arcuri

“Nicole presented an innovative course lecture that demonstrated her expertise as a counselor educator. Although this was a course assignment, the degree of sophistication that Nicole brought to bear was on par with many classroom lectures and presentations that I have seen through the years, far surpassing my expectations for the assignment. I believe Nicole would be one of the most diligent, intelligent, and well-prepared faculty members you could possibly select.”

--Dr. Montgomery  
Core Faculty/  
Faculty Lead  
Mental Health Counseling

“As a mature professional and learner Nicole has not only brought valuable qualities and commitment to her own development, but to the development of her peers as well. Her professionalism and genuine interest in growth and development are assets that I believe Nicole would bring to any position. In addition Nicole’s training and experiences spans both school and mental health counseling which speaks to the depth and breadth of her experience, and I believe would be an asset to any organization.”

--Dr. Manis  
Core Faculty/  
Counselor Educator and Supervision

## Education

<b>PhD General Counselor Education and Supervision (CACREP Accredited)</b> <i>Graduation with Distinction</i> Capella University <i>GPA (cumulative): 3.917</i>	<i>October 2015</i>
<b>Master of Science– School Counseling (CACREP Accredited)</b> <b>Substance Awareness Coordinator (SAC) Endorsement</b> Monmouth University <i>GPA (cumulative): 3.99</i>	<i>May 2011</i> <i>May 2011</i>
<b>Bachelor of Arts– Education cum laude</b>	<i>May 2007</i>
<b>Bachelor of Arts– Psychology cum laude, program distinction</b>	<i>May 2007</i>
<b>Minor– Dance Studies</b> The Richard Stockton College of New Jersey <i>GPA (cumulative): 3.84</i>	<i>May 2007</i>

## Certifications and Licenses

- **Approved Clinical Supervisor (ACS) #2072**
- **National Certified Counselor (NCC) #280690**
- **Distance Credentialed Counselor (DCC)– Mental Health Concentration #DCC 1271**
- **PA Licensure as a Professional Counselor (LPC) # PC008911**
- **TX Licensure as a Professional Counselor (LPC) # 72533**
- **NJ Licensure as a Professional Counselor (LPC) # 37PC00491600**
- **Psychological First Aid and Post–Traumatic Stress Management**
- **NJ School Counselor Certification #817354**
- **Substance Awareness Coordinator (SAC) #817355**

**Texas Educator Standards Certificates.** TEA ID NUMBER 1827577

- **School Counselor (EC–12), Generalist(Grades EC–6), Generalist (Grades 4–8)**

### ***NJ Standard Teaching Certificates.***

- **Psychology K–12 Teacher #792946, Elementary School Teacher with Specialization(K–5) #699892, Mathematics Specialization Grades 5–8 #700088, Language Arts/Literacy Specialization Grades 5–8 #700107, Social Studies Grades 5–8 #700099**

## Counseling Educator and Supervisor Experience

- ▶ **Lock Haven University of Pennsylvania (CACREP)** Lock Haven, Pennsylvania  
**Assistant Professor, Department of Social Work and Clinical Mental Health Counseling (Tenure–Track)** Beginning 8/17  
**Assistant Professor, Department of Social Work and Clinical Mental Health Counseling (Adjunct)** 1/16 – present
  - CACREP Involvement: Site Study Collaboration and Site Visit
  - Collaboration with the Clinical Mental Health Counseling Department Faculty concerning departmental activities such student review committee, revision of the handbook, program advertisement, exploration of grant opportunities, assessment of program outcome goals, program accountability (i.e. to address areas of weaknesses identified with NCE exam), research, and publication.
  - Collaboration with students pertaining to research, publication, and presentations.
  - When a colleague took sick leave, worked full–time as I covered their CMHC625 Skills and Techniques course for 8 weeks (Spring 2016)
  - Creation of course shells for each course; ability to customize syllabus
  - Creation of entire syllabus and course shell for CMHC680 Reintegration and Recovery for Veterans and their Families (I developed course components as it was the 1<sup>st</sup> time offered)
  - Developed Annual Plan and components required for the application (i.e. Chapter Name, Bylaw addendum) for the Chi Sigma Iota Honor Society application

# Nicole Marie Arcuri

*“Nicole exhibited flexibility and professionalism with unique situations that were present with the practicum group: rural and frontier areas; Native American populations; Learners differing opinions on AA while we had more than one learner in recovery currently utilizing AA; a learner undergoing cancer treatment. She learned how to navigate these complex ethical and legal issues and have an appropriate professional discussion according to the group’s developmental level. She provided the learners what they needed in order to be successful...”*

*-Dr. Klepper  
Core Faculty/  
Counselor Educator  
& Supervision*

*Nicole has been recognized by Capella faculty as a strong developing professional, with goals and a future vision for being a leader in the field of counselor education... I recommend*

*Nicole for your consideration with pride, confidence and enthusiasm. As I said previously, I have come to know her personally as a positive and hopeful person, who exudes caring and interest in others, while also seeking to obtain high level knowledge and skills to be that “ideal counselor”, and counseling student.*

*-Dr. Bearce*

*Core Faculty/  
Counselor Educator & Supervision*

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## Counseling Education and Supervision Experience (continued)

### ► Lock Haven University of Pennsylvania

Lock Haven, Pennsylvania

#### **Assistant Professor: Department of Social Work and Clinical Mental Health Counseling (Adjunct)**

1/16 – present

- CMHC680 Reintegration and Recovery for Veterans and their Families: A review of the post–deployment stage and issues facing military veterans and their families during reintegration and recovery. Empirically supported techniques and interventions for veterans and their families will be analyzed. Issues facing military veterans and families once discharged will be discussed as well as advocacy processes to address challenges faced by the veteran population. Implications of vicarious trauma will be discussed along with individual and organizational strategies to mitigate the potential for vicarious trauma. 3.0 credit(s)
- CMHC630 Research and Evaluation: This course is designed to provide students with the skills and knowledge needed to critically evaluate research in the practice of clinical mental health counseling. The course will focus on research methods, statistical analyses; ethical and multicultural guidelines for conducting research, developing measurable outcomes to determine therapeutic effectiveness and models for evaluation of counseling services. Students will learn to critically evaluate research articles. 3.0 credit(s)
- CMHC660 Family and Couples Therapy: An introduction to family and couples therapy from a systemic perspective. Focus on current evidence–based models commonly used in counseling families and couples will be emphasized. Approaches to assessment and treatment planning as well as ethical, legal and professional issues will be covered. Student must be matriculated in the MS in Clinical Mental Health Counseling program or by permission of instructor. Prerequisites: CMHC605; CMHC610. 3.0 credit(s)
- CMHC625 Skills and Techniques in Mental Health Counseling: This course focuses on interpersonal and counseling skills and techniques that characterize successful counseling interactions within and across various theoretical models. Evidence–based counseling interventions will be emphasized. The importance of various components of counseling such as goal–setting, developing a treatment plan, dealing with resistance, referral, and termination will also be covered. Perquisites include: ADAC 610. 3.0 credit(s)
- CMHC665 Group Counseling: Provides didactic and experiential training in group counseling. Critical aspects of group processes and dynamics, including group formation, group stages, cohesion, norms, decision–making, and leading/co–leading will be emphasized. Issues related to confidentiality, client selection, ethics and diversity will be covered. Students will be introduced to and practice the skills required to lead counseling groups. Prerequisites: CMHC605; CMHC610; CMHC625. 3.0 credit(s)
- CMHC 655 Advanced Counseling Skills: This course is designed to allow students to practice their newly developed differential diagnosis, treatment planning and counseling skills through role–playing case studies to get practice before entering the field in the practicum course. Direct supervision and feedback will enhance the student’s abilities to become effective counselors. This class is limited to students enrolled in the Clinical Mental Health Counseling program. Pre–requisites are ADAC 605, 610, 615, 620, 625, and 650 (ADAC650 can be taken concurrently). 3.0 credit(s)

### ► Lock Haven University of Pennsylvania

Lock Haven, Pennsylvania

#### **Instructor: Department of Social Work and Clinical Mental Health Counseling (Adjunct)**

8/15 – 12/15

- CMHC660 Family and Couples Therapy: *same description as previously noted above.*

### ► Capella University (Online & Face–to–Face Residencies)

Minneapolis, Minnesota

#### **Instructor: School of Social and Behavioral Sciences (CACREP)**

10/15 – present

- Teach both Clinical Mental Health Counseling and School Counseling Courses
- Collaboration with the Clinical Mental Health Counseling Department Faculty concerning course progress and student case management.
- Collaboration with the Clinical Mental Health Counseling Department Fieldwork Faculty concerning practicum and internship requirements for CACREP and state licensure as well as case management of students.
- Collaboration with the Clinical Mental Health Counseling Department Human Sexuality Faculty to ensure student understanding of material when emerged into an exploration of a controversial and personal topic.
- Collaboration with the Clinical Mental Health Counseling Department Residency Faculty to provide students with the most effective on–site intensive clinical training experience.
- Collaboration with the Clinical Mental Health Counseling Department Faculty concerning students beginning their first course as a master’s level counseling student (Mental Clinical Health and School Counseling tracks). Work together to provide students with a supportive environment which encourages and fosters growth while also providing a great deal of assistance with locating and understanding available resources to support them to be successful graduate students.
- Collaboration with the Counselor Education and Supervision Department Faculty concerning research, presentation, and publication.

# Nicole Marie Arcuri

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*“Her judgment on the needs of individuals is always precise and her personality allows individuals to approach her concerning various issues....*

*.She has been very instrumental in addressing individual needs and promoting education within Flour Bluff ISD. Her cheerful and can-do attitude outlines the type of counselor she is within the school district. She is a dedicated and loyal individual who strives to do her best and is willing to go the extra mile to make a difference in a student's life.”*

*-Dr. Needham  
Supervisor and Asst.  
Superintendent of  
Curriculum & Instruction*

*Interpersonally, Nicole is a strong, caring, and devoted scholar and teacher. She motivates her students to do well, but is not afraid to provide constructive and clear criticism. She has a vast knowledge of school counseling situations and cultures.*

*As I have grown to know her personally, she is very concerned, but not over involved in the challenges of her students. She provides them with appropriate support, and when necessary, confrontation. Her skills are excellent in the area of counseling and supervision. She is well-grounded in CACREP standards and their implementation. Her knowledge of counseling ethics and legal issues is very exceptional. I believe that she would be an asset to any program.*

*-Dr. Carmichael  
Core Faculty/  
Counselor Educator & Supervision*

## Counseling Education and Supervision Experience (continued)

► Capella University

Minneapolis, Minnesota

**Instructor: School of Social and Behavioral Sciences (CACREP)**

10/15 – present

- COUNR5831 Mental Health Counseling residency Track 1: The first residency includes both a preparatory and follow-up online courseroom, and a residency face-to-face experience. You will participate in online courseroom activities to prepare yourself for the residency experience and to focus on developing clinical mental health counseling skills, including building therapeutic relationships, performing therapeutic assessments, understanding clients in crisis, and applying ethical and legal standards of practice. You will then complete a face-to-face residency experience that guides you as you integrate mental health counseling theories and methods with clinical practice. When you return from residency, you will engage in a 2-week online experience during which you will complete a preliminary treatment plan based on an assigned case study. Throughout the course, you will practice self-reflective activities that will culminate in the creation of a comprehensive professional and personal development plan. 4.0 credit(s)
- COUN6965 – Applied Research and Evaluation in Mental. In this course, you will demonstrate proficiency in mental health counseling by applying learning from required courses to create a program evaluation plan in which you examine a theory-based mental health application. You will select appropriate research methods to assess client needs and evaluate client outcomes in counseling interventions and programs. You will also demonstrate your understanding of ethical and culturally relevant strategies for conducting, interpreting, and reporting results. 4.0 credit(s)
- COUN5004 Survey of Research in Human Development for Professional Counselors. In this course, you will examine the benefits and challenges of online learning, review your field of specialization, explore theories of human development and behavior, explore career and work concepts for working with clients, and describe counseling practices that facilitate resilience and wellness over the lifespan. You will evaluate the roles of counselors working with children, adults, couples, and families during various life stages. In addition, you will explore the history and philosophy of the counseling profession. This course has been structured to help you build the skills, understanding, and habits that will help you throughout your program at Capella. Three learning themes are integrated throughout the course: knowledge of counseling, understanding of human growth and development, and development of academic skills. The activities in the course are designed to provide you with background and practice in all of these areas, and most of the units include study materials in all three areas. These pieces build together to promote a progression of knowledge and skill level. 4.0 credit(s)
- COUN5225 Human Sexuality: This course is designed to provide you with information and resources on the topic of human sexual development across the life span. Sexual functioning and sexual development tend to be critical to the human experience and are keenly tied to an individual's biological, psychological, sociological, and spiritual wellness. To the degree that an individual suffers in these domains is the degree that we likely can predict suffering in their sexual health. 4.0 credit(s)
- COUN6302 Mental Health Counseling Clinical Practicum: This clinical practicum is an online-directed, supervised field experience during which learners will have the opportunity to practice specific counseling skills, including interviewing, assessment, intervention, documentation, and consultation in a mental health counseling field setting. During this course, learners will be required to complete 100 hours of experience at your fieldwork site, including a minimum of 40 hours of face-to-face client contact and a minimum of 12 hours of individual or triadic supervision with your fieldwork site supervisor. Learners will also participate in weekly group supervision with your faculty instructor and peers. 4.0 credit(s)
- COUN6331 Mental Health Counseling Clinical Internship 1: This clinical practicum is an online-directed, supervised field experience. This is the first course in a sequence of clinical internship courses during which you will fulfill 600 total hours at a fieldwork site, including a minimum of 240 hours of face-to-face client contact. You must also complete a minimum of 12 hours of face-to-face on-site supervision with your approved site supervisor during each quarter of fieldwork and attend weekly phone or Adobe Connect group supervision meetings with your faculty supervisor and peers. 4.0 credit(s)
- COUN6332 Mental Health Counseling Clinical Internship II: This course is the second clinical internship course and consists of two segments that you will complete simultaneously: the online course, which includes group supervision, and your clinical field experience. In the online course component, you will have the opportunity to apply theoretical concepts and therapeutic principles from course readings to your clinical setting. In addition, through the online and group supervision components, you will develop productive and collaborative working relationships with other learners. Your discussions will facilitate the process for development of self-awareness, problem solving, and peer support, while serving as a place to integrate experiences from the clinical internship and the classroom. COUN6332 is the capstone course for the Mental Health Counseling program. 4.0 credit(s)
- COUN5238 Crisis Assessment and Intervention: This course presents crisis intervention and emergency management models and strategies used in the counseling field. Learners focus on developing the crisis intervention skills needed to provide counseling services in mental health settings in a timely, effective, and ethical manner. Learners also explore other related topics, including working with situational crises, assessing suicide and other risks, and supporting the implementation of emergency management plans. 4.0 credit(s)

# Nicole Marie Arcuri

“Ms. Arcuri has worked very hard to develop

Solid working relationships with her students, and displays genuine care and concern for their well-being and progress. She enjoys her work, and shows an obvious commitment to not only her profession, but also to the success of her students and families alike.

Ms. Arcuri's happy and positive attitude helps her connect and bond with the students and staff in the school. She is approachable, easy to interact with, and has a good sense of humor that puts things in perspective.”

-Jennifer  
Clearwaters  
Director of Guidance  
Neptune HS

“Ms. Arcuri worked well with her students. Her methods have proven effective with the group of high risk students.”

-Jamie  
Tuzeneu  
School Counselor  
Neptune Middle School

“...an asset to not only me but to all the children she came in contact with... she took a great deal of pride in her work...”

-Nancy  
Sanders  
School Counselor  
Manasquan ES

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## Counseling Education and Supervision Experience (continued)

► Capella University Minneapolis, Minnesota  
**Student Work Study Graduate Teaching Assistant, School of Social and Behavioral Sciences (CACREP)** 07/15 – 9/15

- COUN5238 Crisis Assessment and Intervention. *same description as previously noted above*

► Capella University Minneapolis, Minnesota  
**Counselor Educator and Supervisor Intern, School of Social and Behavioral Sciences (CACREP)** 01/14 – 06/14

- Prepared for and attend all sessions; safeguarded student and their client's well-being; promoted ethical and legal ethical guidelines
- Provided feedback each session, evaluated learner progress, formal and informal evaluation of each learner
- Reviewed client case notes and other materials for quality control purposes; co-supervised and co-taught
- Completed supervision record at each supervision session
- Was present and active with my teaching site supervisor and the MS learners in their cohort for the entire six day residency experience
- Promoted learning as well as engaged students in the learning process.
- Created a supportive learning environment which encouraged openness
- Invoked cognitive development for their students; challenged students' current way of knowing and encouraged openness to new information to either assimilate or accommodate for

### Counselor Educator and Supervisor Intern.

- Mental Health Counseling Clinical Internship II (COUN 6332) 01/14 – 03/14
- School Counseling Residency and 3 week courseroom- (COUNR 5911) 02/1/14 – 02/28/14
- Mental Health Counseling Clinical Practicum- (COUN 6302) 04/14 – 06/14

### Counselor Educator Intern.

- Foundations of Addiction and Addictive Behavior- (COUN 5108) 01/14 – 03/14
- School Counseling Pre-Practicum Course- (COUN 5911) 04/14 – 06/14

## Counseling Experience

► Magellan Healthcare National- DoD (Office in Maryland Heights, MO)  
**Military and Family Life Counseling Program Counselor** 08/16 – present

- Magellan has a contract with the Department of Defense to deliver the Military & Family Life Counseling (MFLC) program for portions of the continental U.S. The MFLC program provides short-term, situational, problem-solving, non-medical, “walk-around” life counseling services to active duty military members serving in all branches of the military, as well as the National Guard and Reserves, and their family members. Magellan also administers the Child and Youth Behavioral Counseling Program, an extension of MFLC specifically for young family members.
- Provider for Magellan On-Demand and Surge assignments
  - Surge Assignments: Service members and their families may need immediate and additional support when natural disasters and crises strike or military contingencies and deployment challenges surface. Surge support consists of military and family life counselors assisting service members and their families through challenging times to enhance operational and family readiness. A surge is a flexible, timely and tailored service delivery option through the Military and Family Life Counseling Program, which augments the military support programs currently in place.
  - On-Demand Assignments: On-demand support is a flexible service delivery option that is ideal for service members and their families who do not live near an installation. Counseling, briefings and presentations are offered services.

# Nicole Marie Arcuri

*"Ms. Arcuri has proven herself to be a highly effective school counselor. She designs and creates programs that meet the needs of all the Green Grove students. Over the short time she has been at the Green Grove School she has redesigned and rejuvenated the guidance programs."*

*-James Nulle  
Principal  
Green Grove*

*"She was consistent, fair, and firm-students enjoyed coming to her...she truly be an asset to your children"*

*-John Perillo  
Principal  
Rahway MS*

*"Miss Arcuri is very hard-working and dedicated... Her willingness to work collaboratively with her colleagues in addressing the needs of all their students is commendable...."*

*-Colleen Graziano  
Principal Manasquan ES*

*"Dr. Arcuri is probably the most prepared and active professor that I know. She always makes sure to respond to discussions and provides us with questions to make us think deeper or explore other avenues to help expand our knowledge base."*

*-Student Opinion of Instruction Survey: Fall 2015 Semester-Family and Couples Therapy*

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## Counseling Experience (continued)

- Flour Bluff Independent School District Corpus Christi, TX  
**District Military Liaison Counselor and Dyslexia Evaluator** 08/15 – 6/16  
**DoDEA District Military Liaison Counselor** 08/13 – 6/15
- Facilitate Individual and Group Counseling; work with families (*Utilize School counseling certificate and LPC*)
  - Advocate for military children and Educate school counselors concerning the unique needs of this population at their campuses
  - Provide support services for students and their families, including transitioning, deployment, military lifestyle, wounded warrior, etc.
  - Provide crisis services; Collaborate with outside agencies; Actively promote programs which empower military children and their families
  - Collaboration for interdisciplinary team approaches with Corpus Christi Vet Center, Fleet and Family, Employee Assistance Program (EAP) at NAS-CC, Exceptional Family Member Program (EFMP) with MilitaryOneSource, Navy Health Clinic, etc.
  - Provide support services which bring awareness to the community about military life; ex. Community and staff presentations
  - Collaboration with CYB-MFL and various NAS-CC support services; act as a Informational/Resource and Presenter
  - Collaborate with Administration, RTI campus stakeholders, the ARD team, the counseling department, teachers, parents, and other district services to provide a comprehensive program which meets students' present needs and provides communication with all stakeholders
  - Collect and report student data to provide basis and grounding for the grant
  - Create an open and collaborative program in which all stakeholders receive educational information, support, and understanding
  - Administer and facilitate standardized testing, ex. State assessments, Dyslexia, ESL, GT
  - Advise the JH Junior Student to Student (JS2S) program; Coordinate the monthly Family Involvement Contest with community donations
  - Creator of Suicidal/Homicidal & Self-Harm District procedures in collaboration with District attorney; Suicide Awareness & Intervention Trainer
  - Administer Dyslexia Testing and evaluate students within the district for Dyslexia; Train all district staff and parents on signs and symptoms
- Christus Spohn Memorial Hospital Corpus Christi, TX  
**Psychological Assessment Counselor Intern (PAS Unit)** 10/13 – 6/14
- Assessed patients, identified core problems and DSM diagnosis; managed case notes and compiled report to present to Psychiatrist
  - Collaborated assessment determination with MHMR, case managers, doctors, etc.
  - Facilitated Individual, Group, and Family Counseling
  - Aided involuntarily and voluntarily processes within the PAS unit
  - Completed reports utilizing the Meditech Data System
  - Cooperated with police for such issues as warrants; worked with clients regarding impeding current and pending legality situations
- Neptune High School (grades 9–12) and Neptune Middle School Home Liaison (grade 6–8) Neptune, NJ  
**Substance Awareness Coordinator, School Counselor, and Anti-Bullying Specialist** 09/12 – 06/2013
- Facilitated drug and alcohol counseling; Counsel students individually and as a group; Collect and report student counseling service data
  - Educated school district staff concerning substance abuse issues, signs and symptoms, as well as collaborate concerning referrals; where necessary and appropriate, cooperate with juvenile justice officials in the rendering of substance abuse treatment services
  - Served as an informational resource for substance abuse curriculum development and instruction especially with the health classes
  - Provided crisis services; Collaborate with outside agencies; Actively promote programs to combat substance abuse (Natural High)
  - Encouraged being drug-free as well as education in regards to prevention, intervention, treatment services, as well as after-care
  - Student Staff Support Team (SSST)/(I&RS) member and communicated with all educational stakeholders
  - Developer and coordinator of the Naturally High on Life Character Club- NHS students turnkey Character Ed. Programs to 5 elementary schools
  - Coordinated assemblies, character trait month events, Red Ribbon week, School Violence Prevention Week (Director of "Bang, Bang, You're Dead" Play), Week of Respect, etc.
  - Investigated and created appropriate supportive plans for Harassment, Intimidation, and Bullying Cases
  - Examiner for HSPA, PSATs, SATs; Scheduling duties
  - Provided Home-based academic counseling for Neptune Middle School Students and their families after-school

# Nicole Marie Arcuri

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*"She provides her students with a stimulating learning environment. She has a strong knowledge in her field and is always willing to share with her students. Critical to the success of any online class,*

*Professor Arcuri appears to provide her students with ample opportunities for engagement and discussion. Her class is well structured with expectations and assignments clearly articulated."*  
*-Dr. Stephen Neun Dean of the College of Business, Information Systems, & Human Serv. (Fall15 Evaluation)*

*"Dr. A has been an outstanding educator throughout the experience. Always pushing us and always challenging us. There is no monetary value you that one could place on this learning experience with her. Providing feedback that pointed out areas which needed improvement, as well as, areas where we had strengths allowed us as students to reflect on what we were doing and where we needed to make changes for the future. She was always the professional and always reminding us to think in a professional manner (not just as if we were in a class room). Overall she left me personally feeling like I am a professional and that I could carry the experience of residency with me and act as a professional."*

*-Student Opinion of Instruction Survey: Summer 2016 Quarter-Advanced Mental Health Counseling Approaches and Interventions: Residential Colloquium Track 1*

## Counseling Experience (continued)

- Green Grove School (grades PreK-5) Neptune, NJ  
**School Counselor and Anti-Bullying Specialist** 09/11 – 06/12
- Counseled students individually and as a group; Provided crisis services; Collected and report student counseling service data
  - Taught classroom guidance lessons for various topics and all grade levels
  - Chair of the Student Staff Support Team (SSST)/(I&RS) and communicate with all educational stakeholders
  - Developer and coordinator of a Peer Mentoring Program with Neptune High School Peer Leaders; Developer and supervisor of a 5<sup>th</sup> grade Pals character program and PAL system (older and younger student)
  - Coordinated assemblies, character trait month events, Red Ribbon week, American Education week, Created November's Giving Back Program (partnered with McDonalds), and Prevention First Life Skills Program Partnership for 5<sup>th</sup> grade and K, etc.
  - Investigated and created appropriate supportive plans for Harassment, Intimidation, and Bullying Cases
  - Researched referrals and make according to student and family needs; Collaborated with outside agencies to create a large support group for students and their families; Designated Homeless Liaison
  - Coordinated state testing (NJ ASK for grades 3-5); Presenter for the Share Fair Professional Development

## Counseling Fieldwork

- Toms River High School South (grades 9-12) Toms River, NJ  
**SAC Internship** 01/11 – 04/11
- Evaluated students for substance use, monitor, and make referrals to outside agencies for treatment and medical evaluations
  - Communicated with treatment centers, private service providers, agencies, guidance, administrators, probation officials, student, and family
  - Developed school work and counseling plans for Prevention, Intervention, Treatment, and After-Care scenarios
  - Counseled students individually and as a group; Collect and report student assistance service data
  - Participant of D.A.R.T. (Developing Alcohol Responsibility Together), T.E.A.M. (Together Everyone Achieves More), OSAC (Ocean County)
- Neptune Middle School (grades 6-8) Neptune, NJ  
**School Counselor Internship I and Internship II** 10/10 – 04/11
- Counseled students(individually and group); Collected and reported student counseling service data; Implemented individualized programs
  - Taught bully prevention, peer pressure, responsibility, and middle school transition (*created lessons*) ; *career exploration and scheduling services*
  - Collaborated with Student Support Services Team, teachers, and parents to provide modifications and interventions for students
  - Consulted frequently with fellow school counselors, Child study team, supervisors, and principals and Led Parent Conferences
  - PowerSchool full access experience including the parent portal; team participation in creation of 2011 master and NJ ASK schedule
- Rahway Day Care Center (grades K-8) Rahway, NJ  
**School Counselor Internship I** 09/10 – 10/10
- Counseled students individually and as a group
  - Taught classes: bully prevention, peer pressure, character education, emotional expression, and middle school transition (*created all lesson plans*)
- Manasquan Elementary School (grades K-8) Manasquan, NJ  
**School Counselor Practicum. 100 hours** 01/10 – 05/10
- Counseled students individually and as a group; Taught classes about bully prevention
  - Collaborated with I&RS team, teachers, and parents to provide modifications and interventions for students; Genesis full access experience
  - Attended Prof. development: "15 Minute Child Break" , "Primary Focus: Character Counts", and "DIRT"
  - Volunteer Character Club Advisor (*created all lesson plans*) and Homework Club Advisor

# Nicole Marie Arcuri

*"I have witnessed Nicole's teamwork skills, academic collaboration, clinical sensitivity and strengths, ethical knowledge, and enthusiasm and commitment to the profession. Nicole has demonstrated a willingness and capacity to provide leadership in working with her peers and with faculty. She has consistently demonstrated an incredible work ethic and drive that will serve her well in completing her doctoral program and in her career.*

*I recommend Nicole for your consideration with pride, confidence and enthusiasm. As I said previously, I have come to know her personally as a positive and hopeful person, who exudes caring and interest in others, while also seeking to obtain high level knowledge and skills to be that "ideal counselor", and counseling student."*  
-Dr. Jeri Ellis  
Core Faculty/  
Counselor Educator  
& Supervision

## Teaching Experience

- ▶ **Manasquan Elementary School** Manasquan, NJ  
**5<sup>th</sup> grade L.A. and Math (L.A. & S.S. 08-09)** 09/08 - 06/10
  - Differentiated instruction for the inclusion classrooms and made modifications for special needs students
  - Communicated with parents frequently; letters, personally detailed progress reports, email, meetings, and phone
  - Incorporated Technology with Activboard, Web Quests, Storybook Weaver, research reports, laptop cart interactive sites, and the school website
  - Collaborated with various teachers in reference to Unit projects. Example: Madame' Manasquan's Wax Museum
  - Director of the Drama Club- Performance: Willy Wonka Jr.
  - Summer Enrichment Program Teacher: Geography, Drama I and II, Dance I and II
  - "Project Awakening" Teacher: Bridge Building; PTO member and organized Scholastic Book Orders
  
- ▶ **Rahway Middle School** Rahway, NJ  
**6<sup>th</sup> grade Language Arts** 09/07 - 06/08
  - Differentiated instruction for the inclusion classrooms and made modifications for special needs students.
  - Communicated with parents frequently; letters, personally detailed progress reports, email, meetings, and phone
  - Incorporated Technology with Storybook Weaver, search engine research, research reports, and the school website
  - Collaborated with various teachers in reference to Unit projects
  - Proposed a Dance Club and was appointed as its Advisor: 52 students
  - Drama assistant and choreographer for the School Play, Willy Wonka Jr.
  - Pre-AP 6<sup>th</sup> Grade L.A.: Taught a pre- Advanced Placement course before and after school as well as three Saturdays
  - Advocacy Program mentor, Volunteer Chaperone for School Dances, PTO member, and organized Scholastic Book Orders

## Professional Memberships/Honors/ etc.

- American Counseling Association (ACA) 2014 Capella University Doctoral Ethics Team
- American Counseling Association (ACA)(2008-present)
- National Board of Certified Counselors (NBCC)(2011-present)
- Association for Counselor Education and Supervision (2014-present)
- Texas Counseling Association (TCA)(2013-present)
- Military Child Education Coalition (MCEC)(2013-present)
- Southern Association for Counselor Education and Supervision (2014-present)(SACES)
- North Atlantic Region Association for Counselor Education and Supervision (NARACES) (2014-present)
- Texas Association for Counselor Education and Supervision (TACES) (2014-present)
- Pennsylvania Counselor Association (PCA) (2016-present)
- Pennsylvania Association for Counselor Education and Supervision (PACES) (2016-present)
- New Jersey School Counselor Association (NJSCA)(2008-2013)
- Association of Student Professionals-NJ (ASAP-NJ)(2011-2013)
- Chi Sigma Iota (*Counseling Honor Society 2010-present*), Psi Chi (*Psychology Honor Society 2004-2007*)
- Order of Omega (*Fraternity National Honor Society*)
- Delta Delta Delta Sorority (Social Event Chair 2005-2006)
- Successfully passed the Counselor Preparation Comprehensive Examination (2010) & The National Counselor Examination (2011), Doctoral Comprehensive Examinations (July 2013)
- Active Cancer Awareness participant at local and national events
- Active Corpus Christi Road Runner Member; involved in multiple 5Ks-1/2 marathons which benefiting worthy causes local and national

# Nicole Marie Arcuri

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## Professional Services

### Local

- Developing Alcohol Responsibility Together (D.A.R.T.) Coalition (Student Representative)(2011)
- ASAPNJ- Monmouth County, Neptune Township School District Liaison (2011–2013)
- Monmouth County Neptune Township Municipal Alliance to prevent Alcoholism and Drug Abuse School District Liaison (2011–2013)
- Neptune Township School District Substance use, abuse, and misuse student, teacher, counselor, and administrator educator (2012–2013)
- Harassment, Intimidation, and Bully Policy, Procedure, and Intervention Specialist for Neptune Township School District for students, faculty, staff, parents, and community (2011–2013)
- Military Liaison Educator and Advocate for NAS-CC, Flour Bluff ISD, and Corpus Christi, TX (2013– 2016)
- Suicide Awareness & Intervention Trainer for Educators, School Nurses, Administrators, and Counselors at Flour Bluff ISD (2013– 2016)
- Dyslexia Evaluator for Flour Bluff ISD (2014– 2016)
- Dyslexia Parent, Educator, School administrator, and School Counselor Trainer (2015– 2016)

### University

- Council for Accreditation of Counseling & Related Educational Programs (CACREP) team member for self-study revisions and site visit at Lock Haven University (Aug.2015–present; site visit May 2–4, 2016)
- Lock Haven University Student Review committee Participant (August 2015– present)
- Lock Haven University Clinical Mental Health Department active member (*Please see on Page 1 of my CV*)
- Capella University Clinical Mental Health Department active member (*Please see on Page 2 of my CV*)
- Research with Capella University (September 2014– present)
- Research with Lock Haven University (January 2016–present)
- Chi Sigma Iota – applied for establishment of a chapter for Fall 2017– asked to serve in the role as Faculty Advisor by University (2017)

### Regional

- SACES Program Proposal Reviewer Volunteer for 2016 conferences
- NARACES Program Proposal Reviewer Volunteer for 2016 conferences
- State College Young Professionals (2017–present)
- Faith Centre (2017–present)

### National

- ACES School Counselor Interest Network CACREP-Working Group (2015–2016)
- VISTAS Review Board Member (April 2016–April 2017)
- Journal of Military and Government Counseling Review Board Member (July 2016– present)
- Military Family Life Counselor (August 2016 – present)
- American Red Cross Volunteer (2016–present)
- ACES Emerging Leader Workshop (Accepted for October 4, 2017)

## Additional Trainings, etc.

- Administration of the Columbia–Suicide Severity Rating Scale Training
- Advanced PTSM Training, Postvention Protocols for Response to Suicide
- Prevent Child Abuse–New Jersey, Home Visitation Training
- BLS for the Healthcare Provider (2013–2015) and CPR & AED (Red Cross and Heartsaver 2000–2015; was a lifeguard and an assistant manager at a pool 2001–2007)
- CPI (Crisis Prevention Institute) Nonviolent Crisis Intervention Training (2013–2015)
- Woodcock Johnson Tests of Achievement, Cognitive Abilities, and Oral Expression, Fourth Edition
- Comprehensive Test of Phonological Processing, Second Edition (CTOPP–2)
- Test of Written Spelling (TWS–5)
- Gray Oral Reading Test, Fifth Edition (GORT–5)
- Woodcock Reading Mastery Tests, Third Edition (WRMT–III)
- Dyslexia Evaluation and Handbook Training, Dysgraphia: From Intervention to Identification
- The Teaching Online Certification Course (TOCC)

*“Dr. Arcuri proved to be an excellent/ dedicated professor: She had a lot of experience in the field in the content area; She provided very helpful resources throughout the entire semester (e.g., how to properly cite documents [codes of ethics]); She was very welcoming to e-mails and questions; She always checked in with weekly announcements and reminders; She always provided students with individualized feedback that included both areas of strength and growth. Our class was very lucky to have her as an adjunct professor. :)”*  
-Student Opinion of Instruction Survey: Fall 2015 Semester-Family and Couples Therapy



# Nicole Marie Arcuri

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"She has proven to be a reliable and hardworking individual who is very open and willing to work with a variety of parents and students in numerous settings. ... Her judgment and knowledge on the needs of individuals is always precise and her personality allows individuals to approach her concerning various issues. Nicole has worked very closely with the Naval Air Station Liaison in providing assistant in transitioning military families...she has taken the initiative to customize the counseling position to directly reflect the needs specifically of military.... She has developed numerous programs that have been very instrumental in addressing individual need s and promoting education.... Nicole also took on the challenge of district dyslexia administrator. She completed research necessary and assessment training required to establish guidelines for districtwide dyslexic program. Ms. Arcuri is a dedicated and loyal individual who strives to do her best and is willing to go the extra mile to make a difference in a student's life."

-Dr. Needham  
Supervisor  
and Assistant  
Superintendent  
at FBISD ~June 2016

## Additional Trainings, etc. (continued)

- American Red Cross Disaster Mental Health Services training at the ACA Pre-Conference (March 2017)
- Quality Matters Professional Development (April 2017)

## Skills, etc.

- MediTech Hospital Patient System
- Blackboard, Blackboard Collaborate, Desire2Learn
- Genesis, Powerschool, Skyward, Naviance
- Activboard and SmartBoard
- Microsoft Word, PowerPoint, Excel
- Turnitin
- Smartthinking
- Adobe Connect, Skype
- Video Supervision
- CORE ELMS Fieldwork tracking system

## Publications

- Arcuri, N. (Summer 2014). Different paths to becoming a CES? *SACES Newsletter*, 9(5), 3.
- Arcuri, N. (Fall 2014). "Self-reflection": A counselor educator and supervisor necessity to promote student growth. *NARACES Newsletter*, 20.
- Arcuri, N. M. (December 2014). "Typical" tuesday. A career in counseling. Career Convergence Web Magazine. National Career Development Association. Broken Arrow, OK.
- Arcuri, N. (December 2014). Counselor consistency can transforms client perceptions of attachment. *TCA Guidelines - Winter Newsletter 2014*. Texas Counseling Association. Retrieved from <http://archive.constantcontact.com/fs181/1105372883947/archive/1119443796729.html>
- Arcuri, N. (Winter 2015). Identity evolvment of counselor educators? *NARACES Newsletter*; 6-7.
- Arcuri, N. & Ellis, J. (Spring 2015). Supervision is a forever necessity. *SACES Newsletter*, 10(4), 2.
- Arcuri, N. (Spring/Summer 2015). Counselors have the power to advocate for our tomorrow's world. *The Juncture, the Texas Association for Counselor Education and Supervision newsletter*, 14-15.
- Arcuri, N. (Spring 2015). Doctoral students' dissertation phase. Continuous effort not intelligence. *NARACES Newsletter*; 14-15.
- Arcuri, N. (Summer 2015). Modern student-educator course communication. *NARACES Newsletter*; 4.
- Arcuri, N. (Fall 2015). Preparing counselors in training for crisis. *SACES Newsletter 11(2)*, 10-11.
- Arcuri, N. (Spring 2016). Counselor educators supporting online student dissertation frustrations, *NARACES Newsletter*; 6-7.
- Arcuri, N. (Spring 2016). Namaste intentions within the counseling process? *SACES Newsletter*, 12(1), 10-11.

### Collaboration with Students

- Arcuri, N. & Forziat, K. (Fall 2015). The importance of self-care infusion for distance learning students. *NARACES Newsletter*, 10-11.

### Dissertation

- Arcuri, N. M. (2015). *K-12 educators in the role of school counselor anti-bullying specialist counseling relationship experiences. A qualitative study* (Order No. 3732650). Available from Dissertations & Theses @ Capella University. (1757808220). Retrieved from <http://search.proquest.com.library.capella.edu/docview/1757808220?accountid=27965>

### Peer Reviewed

- Arcuri, N.M. (2015). Military children resilience: Implications for school counselors. *Journal of Military and Government Counseling*, 3(2), 93-106.
- Arcuri, N. (2015). New Jersey school counselors' Dual role challenge regarding the counseling relationship. *In School counseling. VISTAS 2015*. Retrieved from <http://www.counseling.org/knowledge-center/vistas>.

# Nicole Marie Arcuri

"I absolutely love Dr. Arcuri. She is always very motivational and helpful in her teaching and grading feedback.

She is easy to talk to and makes learning even the hardest material fun and exciting. She has a great way of making her students see that what we are learning is beneficial to our future career. I hope to take more classes from her in the future.

-Student Opinion of Instruction Survey: Spring 2016 Semester-Research and Evaluation

"Dr. A was able to provide an immense amount of content for an online based course. She was, by far, the most prompt instructor I have ever had in regards to

grading and answering questions. Her feedback was thorough, positive, and constructive in regards to all assignments and questions. She championed for self-care and had her students best interests in mind throughout the course. I do wish,

and it is difficult for this course, that we were able to interact more in BBC because she was so adequate in this role when covering for another instructor. I would certainly take another course with this instructor."

-Student Opinion of Instruction Survey: Spring 2016 Semester-Research and Evaluation

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## Publications (continued)

### Peer Reviewed (continued)

#### Collaboration with Students

- Arcuri, N. (2016). Different CES doctoral student experiences endorsed by CACREP program flexibility: Implications for monitoring supervisor effectiveness. In *VISTAS 2016*. Retrieved from [http://www.counseling.org/knowledge-center/vistas/by-year2/vistas-2016/docs/default-source/vistas/article\\_69\\_2016](http://www.counseling.org/knowledge-center/vistas/by-year2/vistas-2016/docs/default-source/vistas/article_69_2016)
- Arcuri, N.M., Forziat, K., Erb, C., Schmouder, S., & Jensen, B. (2016). Active duty to civilian: Family transition to veteran status. *Journal of Military and Government Counseling*, 4(1), 90-117. Retrieved from <http://acegonline.org/wp-content/uploads/2013/02/JMGC-Vol-4-Is-2.pdf>

#### Chapter

- Arcuri, N. (2016). The laws of aerodynamics don't pertain to bumble bees. In Shuler, M.K., Keller-Dupree, E., & Cook, K., *Transformational learning experiences: A conversation with counselors about their personal and professional developmental journeys*. Lanham, MD: Hamilton Books.
- Arcuri, N. (2016). Treatment planning: River navigation (p.155-161). In Stewart-Spencer, S.E. & Dean, C.J., *Metaphors and Therapy*. Baton Rouge, LA: Independent Therapy Ink, LLC.

## Publications In Press

## Publications Submitted

### Collaboration with Students

- Forziat, K., Arcuri, N., & Erb, C. (n.d.). Effectively counseling the military population: Do I need to be prior military. *Journal of Counselor Preparation and Supervision*. (**Helping student navigate 1<sup>st</sup> author responsibilities as they are hoping to apply to a doctoral program**)
- Vincenzes, K., Arcuri, N., & Forziat, K. (n.d.). Implications for Self-Care in an On-line Counseling Graduate Program. *Journal of Mental Health Counseling*.

## Publications (In Progress)

### Collaboration with Students

- Arcuri, N. & Raymond, E. (n.d.). Empowerment versus helping: Stoltenberg's Model for counselors and clients.
- Arcuri, N., Vincenzes, K., & Forziat, K. (n.d.). What does self-care look like for online graduate students?

# Nicole Marie Arcuri

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## Research Experience

*"It is with highest regard that Dr. Arcuri continues as a faculty member to the fullest possible extent with the Clinical Mental Health Counseling Program. Dr. Arcuri is a team player, collaborative, supportive, proactive, consistently engaged, knowledgeable, committed, passionate, and a self-motivated scholar practitioner as a well as counselor educator who demonstrates initiative. With having a small number of faculty in the CMHC program, these characteristics are absolutely essential to make a quality program run smoothly and efficiently. Without a doubt, Dr. Arcuri continues to be a tremendous asset to the CMHC Program as well as Lock Haven University."*  
*-Dr. Vincenzen  
Program Director MHC at  
Lock Haven University  
Spring 2016 Evaluation*

- Dissertation, Capella University, Harold Abel School of Social and Behavioral Sciences, Counselor Education and Supervisor PhD program, July 2014- September 2015. IRB # 2015-529  
K-12 educators in the role of school counselor and antibullying specialist counseling relationship experiences. A qualitative study.
- Research Assistant, Capella University, Harold Abel School of Social and Behavioral Sciences, Counselor Education and Supervisor, September 2014- present. IRB #2015-11  
*Navigating the roles of student and professional (educator and supervisor) in simultaneous experiences in the Counselor Education and Supervision doctoral internship phase.*
- Co-Lead Researcher, Lock Haven University of Pennsylvania, Department of Social Work and Clinical Mental Health Counseling, December 2015-present. IRB #SP16-02  
*Implications for self-care in an on-line counseling graduate program.*

## Workshops and Presentations

### *Local, Regional, and State*

- Arcuri, N. (2012, February). Bullying versus normal conflict: What every parent should know. Presented at Green Grove Elementary School Parent Advisory Committee, Neptune, NJ.
- Arcuri, N. (2012, February). What are substance trends in this area and how do I get help for my student users? Presented at Neptune Township School District Fair Share, Neptune, NJ.
- Arcuri, N. (2012, April). What do I do as a NJ ASK examiner and proctor? Presented at Green Grove Elementary School Professional Development Workshop for Staff, Neptune, NJ.
- Arcuri, N. (2012, August). Drugs: Signs and symptoms and your school's resources. Presented at Neptune Township High School Freshman Orientation, Neptune, NJ.
- Arcuri, N. (2012, September). What's your natural high? Presented at Neptune Township School District High School Grades 9-12 mini-assemblies, Neptune, NJ.
- Arcuri, N. (2012, September). Signs and symptoms of use and misuse. Presented at Neptune Township Middle School Professional Development Workshop for Staff, Neptune, NJ.
- Arcuri, N. (2012, September). What if I am a bully or if I know one? Presented at Neptune Township High School Grades 9-12 mini-assemblies, Neptune, NJ.
- Arcuri, N. (2012, October). Understanding bully prevention virtual training. Virtual Presenter at Neptune Township High School for Professional Development Workshop for Staff, Neptune, NJ.
- Arcuri, N. (2012, October and 2013, April). What's my identity? Presenter at Neptune Township High School Senior Health Classes, Neptune, NJ.
- Arcuri, N. (2013). What's a Bully? How and who can be effective in handling HIB? Presented at Green Grove Elementary School Parent Advisory Committee, Neptune, NJ.
- Arcuri, N. (2013, May). Signs and symptoms of use and misuse. Presented at Neptune Township High School Professional Development Workshop for Staff, Neptune, NJ
- Arcuri, N. (2013, October). I'm a military family in Corpus Christi, What now? Presented at Naval Air Station Corpus Christi (NAS-CC) for Ombudsmen, Corpus Christi, TX.
- Arcuri, N. (2014, May). Staying current with the counseling field; Feel refreshed. Presenter at Flour Bluff ISD Professional Development, Corpus Christi, TX.
- Arcuri, N. (2014, November). Help, I'm a military kid. Presenter at Flour Bluff ISD Principal's Council, Corpus Christi, TX.
- Arcuri, N. (2014, November). Suicide awareness, prevention, and intervention training. Presenter at Flour Bluff ISD Counselor Department Professional Development, Corpus Christi, TX.
- Arcuri, N. (September 2015). A picture of Dyslexia. Presenter at Flour Bluff ISD Counselor Department Professional Development, Corpus Christi, TX.
- Arcuri, N. (September 2015). A picture of Dyslexia. Presenter at Flour Bluff ISD Educator Professional Development Webinar, Corpus Christi, TX.
- Arcuri, N. (October 2015). A picture of Dyslexia. Presenter at Flour Bluff ISD Parent Webinar, Corpus Christi, TX.

# Nicole Marie Arcuri

*“Dr. Arcuri is well organized and task-oriented. Nicole is a master communicator with students, parents, and colleagues.*

*She has the ability to remain calm in stressful situations and her dedication to her students’ success is unparalleled. Nicole not only talks the talk, but also walks the walk of the district’s motto of “Every Student is Worth My Best.”*  
-Dr. Barganski  
Director of Special Programs  
at FBISD~June 2016

*“Hi Dr. A!  
I forgot to say welcome to LHU as a full-time professor!  
I’m so happy for you :) You have an amazing balance of supporting and challenging students and I have grown a lot by having you in class.  
Congratulations and I know you are going to continue to make the program great!!”*  
-Student email:  
Class of 2017 ~2/6/17

*“Dr. A as she preferred was exceptional with guidance and sharing information that made this class easier considering the homework to be completed. She made a class that seemed to be overwhelming in nature less stressful. Dr. A was very good at reminding us to “dump out “trash” which very helpful, once again, considering staying current with class and completing all that is necessary to complete application and finding a site for my practicum/internship. Thank you Dr. A for exemplifying the nature of Capella University through your teaching.”*  
-Student Opinion of Instruction Survey: COUN 6965-Winter 2017 Quarter

## Workshops and Presentations (continued)

- Arcuri, N. (October 2015). School counselors’ understanding of working with exceptional military families across the continuum. Presenter at Flour Bluff ISD Counselor Department Professional Development, Corpus Christi, TX.
- Arcuri, N. (2016, January). Suicide awareness, prevention, and intervention training. Presenter at Flour Bluff ISD Counselor Department Professional Development, Corpus Christi, TX.
- Arcuri, N. (2016, January). Suicide awareness, prevention, and intervention training. Presenter at Flour Bluff ISD All District Staff Professional Development, Corpus Christi, TX.
- Arcuri, N. (2016, January). Suicide awareness, prevention, and intervention training. Presenter at Flour Bluff ISD Nurses Department Professional Development, Corpus Christi, TX.
- Arcuri, N. (2016, January). Suicide awareness, prevention, and intervention training. Presenter at Flour Bluff ISD Administrators Professional Development, Corpus Christi, TX.
- Forziat, K., Vincenzes, K., & Arcuri, N.M. (2017, April). Encouraging self-care for online counseling graduate students. Poster Session Presenter at Celebration of Scholarship, Lock Haven, PA.
- Forziat, K. & Arcuri, N.M. (2017, April). Effectively counseling the military population: Do I need to be prior military? Poster Session Presenter at Celebration of Scholarship, Lock Haven, PA.
- Raymond, E. & Arcuri, N.M. (2017, April). Empowerment versus helping: Matching student needs. Poster Session Presenter at Celebration of Scholarship, Lock Haven, PA.

## *State, National, and International*

- Arcuri, N., Ellis, J., & Siaway, T. (2015, October). CES training variance. Should uniformity be the profession’s future? Poster Session Presenter at 2015 Association for Counselor Education and Supervision Conference, Philadelphia, PA.
- Arcuri, N., Forziat, K., & Erb, C. (2016, September). Active duty to civilian. Family transition to veteran status. Content Session Presenter at 2016 North Atlantic Region Association for Counselor Education and Supervision Conference, Syracuse, NY.
- Arcuri, N. (2016, September). Military children resilience. Implications for school counselors. Poster Session Presenter at 2016 North Atlantic Region Association for Counselor Education and Supervision Conference, Syracuse, NY.
- Vincenzes, K., Arcuri, N., & Forziat, K. (2016, September). Implications for self-care in an on-line counseling graduate program. Roundtable Session Presenter at 2016 North Atlantic Region Association for Counselor Education and Supervision Conference, Syracuse, NY.
- Arcuri, N. & Ellis, J. (2016, October). CES doctoral training variance. Implication for counselor educators and supervisors? Poster Session Presenter at 2016 Southern Association for Counselor Education and Supervision Conference, New Orleans, LA.
- Arcuri, N. & Jensen, B. (2016, October). Active duty to civilian. Family transition to veteran status. Poster Session Presenter at 2016 Southern Association for Counselor Education and Supervision Conference, New Orleans, LA.
- Arcuri, N. (2016, November). Military children resilience. Implications for school counselors. One hour Session Presenter at 2016 Pennsylvania Counseling Association Annual Conference, State College, PA.
- Arcuri, N. (2017, March). Military children resilience. Implications for training school counselors. Content Session Presenter at 2017 American Counseling Association Conference, San Francisco, CA.

## Accepted Proposals but unable to Attend

- Arcuri, N. (2016, January). CES training variance. Should uniformity be the profession’s future? Roundtable Session Presenter at 2016 Texas Association for Counselor Education and Supervision MidWinter Conference, Austin, TX. *(Accepted but had to cancel last minute due to the passing of a loved one; it was a difficult choice, but I felt it best to be with my family)*
- Arcuri, N. (2016, January). Military children resilience. Implications for school counselors. Poster Session Presenter at 2016 Texas Association for Counselor Education and Supervision MidWinter Conference, Austin, TX. *(Accepted but had to cancel last minute due to the passing of a loved one; it was a difficult choice, but I felt it best to be with my family)*
- Arcuri, N. (2016, November). Military children resilience. Implications for school counselors. 90 minute Content Session Presenter at Texas Counseling Association’s 2016 Professional Growth Conference, Dallas, TX.
- Arcuri, N. (2016, November). Active duty to civilian. Family transition to veteran status. 90 minute Content Session Presenter at Texas Counseling Association’s 2016 Professional Growth Conference, Dallas, TX.

# Nicole Marie Arcuri

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*"I believe that Nicole will provide you with an excellent teacher and scholar. She is ambitious and self-motivated.*

*I welcome her as a colleague, and hope to co-author some articles with her in the near future. I sincerely believe that if you miss out on hiring this individual, you will be hard pressed to find her equal for both teaching and scholarship."*

*-Dr. Carmichael  
Core Faculty/  
Counselor Educator  
& Supervision*

*"In addition to her service as an instructor, Dr. Arcuri is active in the counseling profession, and is a frequent contributor to professional publications and conferences. She is an asset to the professional counseling field and to all who have the benefit of working with her."*

*- Dr. McKenna  
Chair, Mental Health  
Counseling and  
Counselor Educator  
& Supervision*

*"Dr. A was the most supportive, thorough, and passionate professor I have had at Capella University. She made the stressful and often times anxiety ridden internship experience bareable. /I'm so grateful to have worked with such a positive hard-working individual."  
-Student Opinion of Instruction Survey: COUN 6332-Winter 2017 Quarter*

## Workshops and Presentations (continued)

### Accepted Proposals

- Vincenzes, K.A., Arcuri, N.M., Lange, J. (2017, October). Facilitating ethical creative online group supervision. Content Session Presenter at 2017 Association for Counselor Education and Supervision Conference, Chicago, IL.

### Submitted Proposals

- Arcuri, N. & Erb, C. (2018, April). Soldier to civilian: Counselor resources to offer effective support for whole family. Content Session Presenter at 2018 American Counseling Association Conference, Atlanta, GA.
- Forziat, K., Arcuri, N. & Erb, C. (2018, April). Counseling active duty and veterans: The factor of counselor prior military exposure. Content Session Presenter at 2018 American Counseling Association Conference, Atlanta, GA.
- Arcuri, N. (2018, April). Training online students to combat burnout and vicarious traumatization. Content Session Presenter at 2018 American Counseling Association Conference, Atlanta, GA.

### Proposals in Progress

## Grants

- (2017). Capella University Professional Development Grant – Awarded in the amount of \$1,000.00 for presentation and attendance at the American Counseling Association (ACA) 2017 Conference and Pre-conference American Red Cross training in San Francisco, CA, March 2017.

# Nicole Marie Arcuri

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*“Dr. A was the most supportive, thorough, and passionate professor I have had at Capella University. She made the stressful and often times anxiety ridden internship experience bareable. / I'm so grateful to have worked with such a positive hard-working individual.”*  
-Student Opinion of Instruction Survey: COUN 6332-Winter 2017 Quarter