



UNIVERSITY OF CALGARY

Curriculum Vitae: Patricia A. Rosenau MN RN

Education

Year Completed	Education	Institution
1994	MN	University of Calgary, AB
1981	BN	University of Calgary, AB

Licensure/Certification

Year Completed	Licensure/Certification	Institution
Current	RN	College and Association of Registered Nurses of Alberta

Academic Appointments

Year of Appointment	Institution	Academic Rank
2011-2016	University of Calgary	Senior Instructor (Tenure)

Administrative Appointments

Year of Appointment	Institution	Position
2012-2014	University of Calgary	Associate Dean, Teaching and Learning

Teaching Experience

Dates	Institution	Title of Course	Course Level
2015-2016	University of Calgary	NURS 285	Undergraduate
2012, 2014-2016	University of Calgary	NURS 517A	Undergraduate
2012, 2014-2016	University of Calgary	NURS 517B	Undergraduate
2012, 2014-2016	University of Calgary	NURS 617A	Graduate
2012, 2014-2016	University of Calgary	NURS 617B	Graduate
2011, 2013-2014, 2016	University of Calgary	NURS 517	Undergraduate
2011, 2013-2014, 2016	University of Calgary	NURS 617	Graduate
2014	University of Calgary	NURS 607.73	Graduate
2014	University of Calgary	NURS 503.42	Undergraduate

Scholarship

Scholarship of Teaching

Type	Project Title /Dates	Funding Source and Amount	Project Members/Roles	Peer-reviewed Scholarly Products Dissemination
T	Scholarship of Co-Teaching: Informing Professional Practice at the Undergraduate Level. 2014-2016	University of Calgary, Taylor Institute Teaching & Learning Grant \$32,487	PI: Clancy, T. Co-PI: Lock, J., Co-I: Rosenau, P. , Ferreira, C.	<p>Journal Articles</p> <p>Lock, J., Rainsbury, J., Clancy, T., Rosenau, P., & Ferreira, C. (2018). Influence of co-teaching on undergraduate student learning: A mixed-methods study in nursing. <i>Teaching & Learning Inquiry</i>, 6(1), 38-51. doi:10.20343/teachlearningqu.6.1.5</p> <p>Clancy, T. L., Ferreira, C., Rainsbury, J., Rosenau, P., & Lock, J. (2017). Influence of co-teaching on the development of transformational leadership skills in undergraduate nursing students: A pilot study. <i>College Quarterly</i>, 20(3), n3. Retrieved from http://collegequarterly.ca/2017-vol20-num03-summer/influence-of-co-teaching.html</p> <p>Lock, J., Clancy, T., Lisella, R., Rosenau, P., Ferreira, C., & Rainsbury, J. (2016). The lived experiences of instructors co-teaching in higher education. <i>Brock Education Journal</i>, 26(1), 22-35. Retrieved from https://journals.library.brocku.ca/brocked/index.php/home/article/view/482</p> <p>Conference Publications and Presentations</p> <p>Clancy, T. L., Rosenau, P., Ferreira, C., Lock, J., & Rainsbury, J. (2015, April). Modeling co-teaching to inform professional practice. In A. P. Preciado Babb, M. Takeuchi, & J. Lock (Eds.). <i>Designing responsive pedagogy: Proceedings of IDEAS</i> (pp.</p>

				<p>15-38). Calgary, Canada: Werklund School of Education, University of Calgary. Retrieved from http://prism.ucalgary.ca/bitstream/1880/50861/1/8%20Modeling%20%20Clancy%20et%20al.pdf</p> <p>Lock, J., Clancy, T. L., Rosenau, P., Rainsbury, J., Ferreira, C. (2016, June). <i>Impact of co-teaching on professional practice of bachelor of nursing students</i>. Poster presented at the Annual Conference of the Society for Teaching and Learning in Higher Education Conference, London, Canada.</p> <p>Lock, J., Rosenau, P., Clancy, T., Ferreira, C., & Rainsbury, J. (2016, May). <i>Creativity begets creativity: Innovative classroom strategies to encourage the development of professional knowledge and skills</i>. Paper presented at the University of Calgary Conference on Postsecondary Learning and Teaching, Calgary, Canada.</p> <p>Dobbs, M., Rosenau, P., & Clancy, T. L. (2016, April). <i>Collaborative teaching practice in an integrated nursing curriculum: Challenges, opportunities, and outcomes</i>. Paper presented at the Teaching Together: Much Ado About Something, Signature Event Conference, Mount Royal University, School of Nursing & Midwifery, Calgary, Canada.</p> <p>Clancy, T. L., Dobbs, M., & Rosenau, P. (2016, February). <i>Informing teaching practice in an integrated undergraduate nursing curriculum</i>. Poster presented at the Western and Northern Region Canadian Association of Schools of Nursing Education Conference, Saskatoon, Canada.</p>
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T	Contributions of a Context-Relevant Undergraduate Nursing Program: Development of Strategies to Promote Reflective Practice and Critical Thinking Across the Curriculum. 2014-2015	University of Calgary, Faculty of Nursing Professional Education Funding Grant \$12,403	PI: Rutherford, G. Co-Is: O’Rae, A., Shajani, Z., Melchior, F., Rosenau, P.	<p>Conference Presentations O’Rae, A., Shajani, Z., Hellman, D., Rosenau, P., & Rutherford, G. (2016, May). <i>Developing critical thinking and reflective practice skills in undergraduate nursing students: Supporting their transition into practice</i>. Paper presented at the Canadian Association of Schools of Nursing Conference, Toronto, Canada.</p> <p>Shajani, Z., Rutherford, G., Rosenau, P., & O’Rae, A. (2015, May). <i>Fostering deeper learning through promoting reflective practice and critical thinking in undergraduate students</i>. Paper presented at the University of Calgary Conference on Postsecondary Learning and Teaching, Taylor Institute for Teaching and Learning, Calgary, Canada.</p>
T	Pre-grad study: Contributions of a Context-Relevant Undergraduate Nursing Program 2012-2014	University of Calgary, Faculty of Nursing, Research Stipend \$25,125	PI: Rutherford, G. Co-Is: MacLeod, C., Rosenau, P.	<p>Journal Articles Rosenau, P., Watson, L., Vye-Rogers, L., & Dobbs, M. (2015). Educating for complexity in nursing practice: A baccalaureate curriculum innovation. <i>Quality Advancement in Nursing Education</i>, 1(3), Article 4. doi: 10.17483/2368-6669.1039</p> <p>Conference Presentations Dobbs, M., Rutherford, G., Rosenau, P., & Beyer, C. (2016, February). <i>Determining student attainment of entry to practice competencies: Navigating the way of a new curriculum</i>. Paper presented at the Western & North-Western Region Canadian Association of Schools of Nursing (WNRCSN) Conference, Saskatoon, Canada.</p>
T	Building Undergraduate Peer Mentoring into Courses	University of Calgary, Students Union Quality Money Competition	PI: Smith, T. Co-Is: Boyes, M., Clancy, T., Ferreira, C.,	<p>Journal Articles Tanner, J., Rosenau, P., Clancy, T. L., & Rutherford, G. (2017). The courage to be vulnerable: Exploring experiences of peer and self-</p>

	Across the University. 2011-2016	\$130,400	Flanagan, K., Lisella, R., Rosenau, P. , Stowe, L., Welsh, C.	assessment of teaching. <i>Nursing: Research and Reviews</i> , 2017(7), 17-28. doi:10.2147/Nrr.S115555 Rosenau, P. A. , Lisella, R. F., Clancy, T. L., & Nowell, L. S. (2015). Developing future nurse educators through peer mentoring. <i>Nursing: Research and Reviews</i> , 2015(5), 13-21. doi:10.2147/NRR.S73432
T	Exploring mentorship programs and components in nursing academia: A qualitative study		PI: White, D.E. Co-PI:*Nowell, L. Co-Is: Benzies, K., & Rosenau, P.	Journal Articles Nowell, L., White, D. E., Benzies, K., & Rosenau, P. (2017). Exploring mentorship programs and components in nursing academia: A qualitative study. <i>Journal of Nursing Education and Practice</i> , 7(9), 42. doi:10.5430/jnep.v7n9p42 Nowell, L., White, D., Benzies, K., & Rosenau, P. (2017). Factors that impact implementation of mentorship programs in nursing academia: A sequential-explanatory mixed methods study. <i>Journal of Nursing Education and Practice</i> , 7(10), 1. doi:10.5430/jnep.v7n10p1
T	Experiential learning in undergraduate nursing education: Creating a community of discovery. 2014		Clancy, T. L., Lisella, R., & Rosenau, P.	Conference Presentation Clancy, T. L. , Lisella, R., & Rosenau, P. (2014, June). <i>Experiential learning in undergraduate nursing education: Creating a community of discovery</i> . Poster presented at the Society for Teaching and Learning in Higher Education Conference, Kingston, Canada.

Development of Curriculum, Course or Course Materials

Semester(s): Fall (F), Winter (W), Spring (P), Summer (S)

Course	Term	Semester(s)	Role/Activity
NURS 503.42/607.73	7 and MN Option	P, S	I co-designed this course in conjunction with T. Clancy according to the re-designed undergraduate and graduate curriculum frameworks. It was uniquely developed to incorporate experiential learning strategies and build on our research about peer leadership and the learning that

occurs between students and across student groups. Specifically, in this course, undergraduate and graduate nursing students learn together in the classroom but have differing assignments and are evaluated according to the learning outcomes associated with the respective curriculums.

Professional Memberships

Date	Organization
1981-2018	Canadian Nurses Association
2014-2016	Society for Teaching and Learning in Higher Education (STLHE)
2010-2016	National League of Nursing
2008-2016	Alberta/Canadian Gerontological Nursing Association
2003-2016	Canadian Hospice and Palliative Care Association
2002-2016	Western and North Western Region of Canadian Association of Schools of Nursing

Professional Development and Continuing Education

Date	Location	Activity	Program Title
2016	University of Toronto	Conference	Laurence S. Bloomberg Centre for Professional Development, 'Assisted Dying in Canada – Is Nursing Ready?'
2016	University of Calgary, Community of Scholarship of Teaching and Learning	Conference	Professionalism and Ethical Compartment in Students
2015	University of Calgary, Taylor Institute for Teaching and Learning Educational Development Unit	Mentorship Across the University of Calgary	Introduction to Biochemistry and the Use of a Flipped Classroom
2014	University of Calgary, Taylor Institute for Teaching and Learning Teaching Development Unit	Lessons Learned Series	The Doha Experience: A Cultural Classroom for Undergraduate Nursing Students and Faculty
2014	University of Calgary, Faculty of Nursing Teaching Development Unit	Lessons Learned Series	Success in School, Success in Life: Developing Mindful Resilience through Social and Emotional Learning