



**Curriculum Vitae: Zahra Shajani EdD RN**

**Education**

<b>Year Completed</b>	<b>Education</b>	<b>Institution</b>
2019 (expected)	EdD	University of Liverpool, UK
2013	MPH	University of Liverpool, UK
2002	BN	University of Calgary, AB

**Licensure/Certification**

<b>Year Completed</b>	<b>Licensure/Certification</b>	<b>Institution</b>
Current	RN	College and Association of Registered Nurses of Alberta
2017	Canadian Nurse Educator	Canadian Nurse Educator Institute
2012	Certified Nonviolent Crisis Intervention Instructor	Crisis Prevention Institute
2008	Community Health Nursing Certification CCHN (c)	Canadian Nurses Association

**Academic Appointments**

<b>Year of Appointment</b>	<b>Institution</b>	<b>Academic Rank</b>
2018-present	University of Calgary	Senior Instructor
2013-2018	University of Calgary	Nursing Instructor (Tenure Track)

**Administrative Appointments**

<b>Year of Appointment</b>	<b>Institution</b>	<b>Position</b>
2018-present	University of Calgary	Associate Dean, Undergraduate Practice Education

**Teaching Experience**

<b>Dates</b>	<b>Institution</b>	<b>Title of Course</b>	<b>Course Level</b>
2011-2014, 2018	University of Calgary	NURS 289	Undergraduate
2014-2017	University of Calgary	NURS 387A	Undergraduate
2014-2017	University of Calgary	NURS 387B	Undergraduate

2012-2017	University of Calgary	NURS 389	Undergraduate
2011-2017	University of Calgary	NURS 389A	Undergraduate
2011-2017	University of Calgary	NURS 389B	Undergraduate
2016	University of Calgary	NURS 388	Undergraduate
2016	University of Calgary	NURS 589	Undergraduate

## Scholarship

### Scholarship of Teaching

Type	Project Title /Dates	Funding Source and Amount	Project Members/Roles	Peer-reviewed Scholarly Products Dissemination
T	Fostering Confidence in Instructors' Perception of Their Abilities to Promote Student Learning Related to Critical Reflecting and Thinking Within the Undergraduate Nursing Program. 2017-2018	University of Calgary, Taylor Institute Teaching and Learning Grant \$7,500	PI: O'Rae, A. Co-Is: Clancy, T., Hellman, D., <b>Shajani, Z.</b>	<b>Conference Presentation</b> <b>Shajani, Z.,</b> O'Rae, A., & Hellman, D. (2017, March). <i>Developing the art of teaching critical thinking and reflective practice with undergraduate nursing students.</i> Paper presented at the 9th Annual Dr. Olive Yonge Teaching and Learning Scholarship Day, Edmonton, Canada.
T	Fostering Confidence and Competence Through Simulation Among Undergraduate Nurses: a Maternal/Child Perspective. 2016	University of Calgary, Taylor Institute Teaching and Learning Grant \$27,528	PI: Goldsworthy, S. Co-Is: Ferriera, C., <b>Shajani, Z.,</b> Snell, D.	<b>Conference Presentations</b> Goldsworthy, S., Ferreira, C., <b>Shajani, Z.,</b> & Snell, D. (2017, October). <i>Fostering confidence and competence through simulation: a maternal child perspective.</i> Paper presented at the International Society for the Scholarship of Teaching and Learning Conference, Calgary, Canada.  Goldsworthy, S., Ferreira, C., <b>Shajani, Z.,</b> & Snell, D. (2017, October). <i>Fostering confidence and competence through simulation among nursing students: A maternal/child perspective.</i> Poster presented at the 7th Canadian Association of Perinatal and

				<p>Women’s Health Nursing National Conference. Halifax, Canada.</p> <p>Goldsworthy, S., Ferreira, C., <b>Shajani, Z.</b>, Snell, D. (2017, September). <i>Fostering confidence and competence through simulation: a maternal child perspective</i>. Paper presented at the National League of Nurses Education Summit, San Diego, CA.</p> <p>Goldsworthy, S., Ferreira, C., <b>Shajani, Z.</b>, &amp; Snell, D. (2017, September). <i>Fostering confidence and competence through simulation: Initial results of a multi-phased study among undergraduate nursing students</i>. Poster presented at the National League of Nurses Education Summit, San Diego, CA.</p>
T	Impact of Using Remote Versus Classroom Facilitated Unfolding Scenario Simulation on Undergraduate Student Satisfaction, Self-Confidence in Learning and Knowledge Acquisition. 2016	University of Calgary, Taylor Institute Teaching and Learning Practice Grant \$7,500	PI: Duffett-Leger, L. Co-Is: <b>Shajani, Z.</b> , Snell, D.	
T	Contributions of a Context-Relevant Undergraduate Nursing Program: Development of Strategies to Promote Reflective Practice and Critical Thinking	University of Calgary, Faculty of Nursing Professional Education Funding Grant \$12,403	PI: Rutherford, G. Co-Is: Melchior, F., O’Rae, A., Rosenau, P., <b>Shajani, Z.</b>	<p><b>Conference Presentations</b></p> <p>O’Rae, A., <b>Shajani, Z.</b>, Hellman, D., Rosenau, P., &amp; Rutherford, G. (2016, May). Developing critical thinking and reflective practice skills in undergraduate nursing students: Supporting their transition into practice. Paper presented at the Canadian Association of Schools of Nursing Conference, Toronto, Canada.</p>

	across the Curriculum. 2014-2015			<b>Shajani, Z.</b> , 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.
T	Interpretative phenomenological analysis of novice nurse educators’ transitional experiences in academia. 2018		<b>Shajani, Z</b>	<p><b>Conference Presentations</b>  <b>Shajani, Z.</b> (2018, May). <i>Interpretative phenomenological analysis of novice nurse educators’ transitional experiences in academia</i>. <b>Paper presented at the Qualitative Methods Conference Banff, Canada.</b></p> <p><b>Shajani, Z.</b> (2017, November). <i>A phenomenological study of expert nurse clinicians’ transitional experience to a novice nurse educator role</i>. Poster presented at the 31st Margaret Scott Wright Research Day Edmonton, Canada.</p> <p><b>Shajani, Z.</b> (February 2017). <i>A phenomenological study of expert nurse clinicians’ transitional experience to a novice nurse educator role</i>. University of Liverpool (Oral presentation).</p>
T	The living classroom: Experiential based learning for undergraduate nursing students in a large theory course. 2018		<b>Shajani, Z., &amp; Snell, D.</b>	<b>Conference Presentations</b> <b>Snell, D. &amp; Shajani, Z.</b> (2018, February). <i>The living classroom: Experiential based learning for undergraduate nursing students in a large theory course</i> . Paper presented at the Western & North-Western Region Canadian Association of Schools of Nursing Conference, Calgary, Canada.
T	Peer led Post exam review:		<b>Snell, D., &amp; Shajani, Z.</b>	<b>Conference Presentations</b>

	Utilizing a constructivist approach. 2016			<p>Snell, D., &amp; <b>Shajani, Z.</b> (2016, May). <i>Peer led post exam review: Utilizing a constructivist approach.</i> Paper presented at the Canadian Association of Schools of Nursing Conference, Toronto, Canada.</p> <p>Snell, D., &amp; <b>Shajani, Z.</b> (2015, May). <i>Peer led post exam review: A paradigm shift in undergraduate nursing education.</i> Roundtable discussion at the University of Calgary Conference on Postsecondary Learning and Teaching, Calgary, Canada.</p>
T	Developing critical thinking and reflective practice in undergraduate nursing students: Supporting their transition into practice. 2016		O'Rae, A., <b>Shajani, Z.</b> , Hellman, D., Mill, M., Rosenau, P., & Rutherford, G.	<p><b>Conference Presentations</b> O'Rae, A., <b>Shajani, Z.</b>, Hellman, D., Rosenau, P., &amp; Rutherford, G. (2016, May). Developing critical thinking and reflective practice skills in undergraduate nursing students: Supporting their transition into practice. Paper presented at the Canadian Association of Schools of Nursing Conference, Toronto, Canada.</p> <p><b>Shajani, Z.</b>, Rutherford, G., Rosenau, P., &amp; 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	Low fidelity, high impact: the future of teaching community health nursing. 2014		<b>Shajani, Z.</b> , Snell, D., & Ferreira, C.	<p><b>Conference Presentations</b> <b>Shajani, Z.</b>, Snell, D., &amp; Ferreira, C. (2016, October). <i>Low-fidelity simulation, high impact learning: educating future maternal and child health nurses.</i> Paper presented at the 6th Annual Canadian Association of Perinatal and Women's Health Nurses National Conference, Calgary, Canada.</p>

				<p>Snell, D., Ferreira, C., <b>Shajani, Z.</b>, &amp; Oke, S. (2015, September). <i>Low fidelity, high impact: The future of teaching community health nursing</i>. Poster presented at the National League for Nursing Conference, Las Vegas, NV.</p> <p>Ferreira, C., Snell, D., <b>Shajani, Z.</b>, &amp; Oke, S. (2015, June). <i>Low fidelity, high impact: Using simulation-based learning in community health nursing</i>. Paper presented at the Community Health Nurses of Canada Conference, Winnipeg, Canada.</p> <p>Ferreira, C., Snell, D., <b>Shajani, Z.</b>, &amp; Oke, S. (2016, September). <i>"We want more sims": Supporting student learning through the use of technology and simulation pedagogy</i>. Poster presented at the National League for Nursing Conference, Orlando, FL.</p> <p>Snell, D., <b>Shajani, Z.</b>, &amp; Ferreira, C. (2016, March). <i>Contextualizing student learning through the use of technology</i>. Paper presented at the College and Association of Registered Nurses of Alberta Centennial Conference, Edmonton, Canada.</p> <p>Ferreira, C., Snell, D., &amp; <b>Shajani, Z.</b> (2015, December). <i>Low + moderate fidelity simulations = High impact learning</i>. Paper presented at the Ontario Simulation Exposition, Toronto, Canada.</p> <p>Snell, D., Ferreira, C., <b>Shajani, Z.</b>, &amp; Oke, S. (2015, February). <i>Low fidelity, high impact: The future of teaching community health nursing</i>. Paper presented at the Western &amp; North-Western Region Canadian</p>
--	--	--	--	---

				Association of Schools of Nursing Conference, Cranbrook, Canada.
T	An innovative approach to delivering an OSCA to assess and evaluate nursing students' comprehensive clinical nursing skills from family nursing context. 2014		Ferreira, C., <b>Shajani, Z.</b> , Snell, D., & Oke, S.	Ferreira, C., Shajani, Z., <b>Snell, D.</b> , & Oke, S. (2014, March). <i>An innovative approach to delivering an OSCA to assess and evaluate nursing students' comprehensive clinical nursing skills from a family nursing context</i> . Paper presented at the University of Calgary Conference on Postsecondary Learning and Teaching, Calgary, Canada.

### Scholarship of Application

Type	Project Title /Dates	Funding Source and Amount	Project Members/Roles	Peer-reviewed Scholarly Products Dissemination
A	Using the community as partner model in flood disaster response: A case study in Calgary, Canada. 2016		Rutherford, G., Langille, J., Patterson, J. D., & <b>Shajani, Z.</b>	Rutherford, G., Langille, J., Patterson, J. D., & <b>Shajani, Z.</b> (2017). Using the community as partner model in flood disaster response: A case study in Calgary, Canada. In A. Vollman, E. Anderson, & J. McFarlane (Eds.), <i>Canadian community as partner: Theory and practice in nursing</i> (4th ed.). Baltimore, MD: Wolters Kluwer.
A	Culture, plurality and identity in early years. 2015		<b>Shajani, Z.</b> , & Ladha, A.	<b>Shajani, Z.</b> , Ladha, A. (2015) <i>Culture, Plurality and Identity in Early years</i> . Early Childhood Education at the Institute of Ismaili studies, London, England. (Oral Presentation)

### Professional Memberships

Date	Organization
2016-present	Community Health Nurses of Alberta
2013-present	Community Health Nurses of Canada
2013-present	Canadian Nurses Association
2011-present	National League for Nursing

## Professional Development and Continuing Education

<b>Date</b>	<b>Location</b>	<b>Activity</b>	<b>Program Title</b>
2017	University of Calgary	Workshop	Nursing Research Office: Writing Your Journal Article in 12 Weeks by Wendy Belcher
2017	University of Calgary	Training	Multiple Mini Interviews for MD Admissions Training
2016	University of Calgary	Course	Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans Course on Research Ethics
2016	University of Liverpool	Course	Managing your Research Project
2016	University of Liverpool	Course	Action Research Education Leadership
2016	University of Liverpool	Course	International Impact Global Trends
2015	University of Liverpool	Course	Using Advanced Research Skills
2015	University of Calgary	Presentation	Flipped Classroom Learning
2015	University of Calgary	Workshop	Team Based Learning Workshop
2015	NCSBN	Training	NCSBN Learning Test Development and Item Writing
2015	University of Liverpool	Course	Educational Research Methods
2015	University of Liverpool	Course	Leadership Policy and Institution Change
2015	University of Calgary	Workshop	Plagiarism workshop: Faculty of Nursing
2015	Faculty of Nursing, University of Calgary	Workshop	Leading in the Academy: Sessions 1-6
2015	Faculty of Nursing, University of Calgary	Workshop	Peer and Self-Assessment of Teaching Process
2014	University of Liverpool	Workshop	Academic Writing Workshop:
2015	University of Liverpool	Workshop	Ethical Issues for Practice Researcher
2015	Faculty of Nursing, University of Calgary	Training	It Your Move (Train the Trainer);
2015	University of Liverpool	Workshop	Critically Reflective Practitioner
2014	University of Liverpool	Workshop	Academic Writing Workshop:
2014	University of Calgary	Workshop	Abstract Writing Workshop
2014		Presentation	Sailing through the 7C – Building Resilience in Young Children
2014	Alberta Children’s Hospital	Update	Pediatric Care Update
2014	University of British Columbia	Webinar	Does Listening To Mozart Make Your Baby Smarter
2014	University of Calgary	Training	Dealing with Challenging Students and Conflict Resolution
2014	University of Calgary	Training	Desire 2 Learn Training
2014	University of Calgary	Workshop	Literature Review Workshop