



NURS11163 Recovery Approach to Mental Health

Term 2 - 2017

Profile information current as at 14/12/2025 03:42 pm

All details in this unit profile for NURS11163 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

Corrections

Unit Profile Correction added on 11-07-18

There is no textbook required for this unit.

General Information

Overview

This unit is designed to introduce you to the innovative and contemporary Recovery approach to mental health care. The lived experience perspective brings a different viewpoint to the classroom and creates a dynamic, 'real world' learning environment. You will develop a comprehensive knowledge of the factors that promote Recovery within diverse populations, the importance of Recovery within mental health settings, the significance of collaborative relationships with consumers, families and other supports and the important leadership role of consumers in developing the Recovery approach. You will identify the skills required by nurses working within a Recovery system of care.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisites (NURS11157 Lifespan Approach to Health and Wellness for Nursing or NURS11153 Health and Behaviour) and (NURS11158 Evidence Informed Nursing Practice or NHLT12001 Evidence Informed Practice)

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2017

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 40%

2. **Written Assessment**

Weighting: 60%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student evaluation feedback and emails to Unit Coordinator.

Feedback

Additional information to assist with understanding of assessment tasks.

Recommendation

Additional information and support to be provided to students for assessment tasks in Term 3 2016 via expanded task overview details and additional exemplars and lectures.

Feedback from Student evaluation feedback

Feedback

Textbook received mixed feedback regarding usefulness as a learning resource for NURS11163.

Recommendation

This textbook is to be further reviewed after Term 3 2016 offering and considering of changing to either no textbook or a different textbook will be considered for 2017.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Discuss factors that promote Recovery in diverse cultural and socio-economic populations
2. Explore the importance of consumer leadership and participation, therapeutic relationships and co-production in the development of the Recovery approach
3. Relate the importance of family and other supports in Recovery planning and service delivery
4. Review the attributes required by registered nurses to promote and facilitate Recovery including the need for effective self-care.

The learning outcomes meet the requirements for mental health consumer participation as per the accrediting authority requirements. These are linked to the Australian Nursing and Midwifery Accreditation Council (ANMAC) Standards for registered nurses and the Nursing and Midwifery Board of Australia (NMBA) registered nurse standards for practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 40%	•	•	•	•
2 - Written Assessment - 60%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Alignment of Assessment Tasks to Graduate Attributes

[illegible]

Textbooks and Resources

Textbooks

NURS11163

Prescribed

Recovery: a guide for mental health practitioners

(2007)

Authors: Watkins, P.

Elsevier

London , UK

ISBN: ISBN-13:978-0-7506-8880-2

Binding: Paperback

Additional Textbook Information

The prescribed textbook is a 2007 edition which is the most current version available for this term. Although published in 2007, it is considered a seminal work with concepts that are still contemporary and relevant to this unit.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- CQUniversity Library
- CQUniversity Policies and Procedures

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Jen Mulvogue Unit Coordinator

j.mulvogue@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
History of Recovery	The unit directs students to articles, links and reading material throughout the Moodle site.	

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
The role of consumers in Recovery		

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Components and principles of Recovery - Part 1

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Components and principles of Recovery - Part 2		

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Trauma-Informed Care		Written Assessment Due: Week 5 Friday (11 Aug 2017) 11:00 pm AEST

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Self-care		

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Cultural and socio-economic diversity		

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Therapeutic skills		

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Support systems		

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Recovery Plans and Outcomes		

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Recovery-oriented approaches in Mental Health Service Delivery		Written Assessment Due: Week 11 Friday (29 Sept 2017) 11:00 pm AEST

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Promoting a therapeutic environment		

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Written Assessment

Assessment Type

Written Assessment

Task Description

Assessment 1. Written Assignment.

This assessment task is 40% of your overall mark.

Length. Up to 1000 words.

This task relates to the following learning objectives:

1. Discuss factors that promote Recovery in diverse cultural and socio-economic populations
2. Explore the importance of consumer leadership and participation, therapeutic relationships and co-production in the development of the Recovery approach.

Notes

In order for you to understand the concepts, it is important you complete the learning tasks/critical thinking exercises in modules 1-4. This will assist you to respond to the discussion questions required of this assessment.

The Assignment brief

Drawing on the materials in modules 1 – 4; reflect upon and respond to the following key questions:

1. Why did the Recovery approach develop and what historical factors played a role in its development?
2. What was the role of people with a lived experience of mental health challenges in the early development of Recovery?
3. What are the key components of Recovery? What makes Recovery what it is?

Assignment requirements

Format should be in Calibri 11 or Times New Roman 12 and double spaced

You can respond in dot point or short answers

Please include the assignment questions in your paper. The assignment questions are not counted in your word count

Use APA referencing to support your responses

Include the title page as the first page of your assignment.

Assessment 1. Marking Matrix. NURS11163. (Term 2, 2017).

Assessment Due Date

Week 5 Friday (11 Aug 2017) 11:00 pm AEST

The assessment is to be submitted to Moodle

Return Date to Students

Week 7 Friday (1 Sept 2017)

Weighting

40%

Assessment Criteria

Assessment 1. Marking Matrix. NURS11163. (Term 2, 2017).

	HD (85-100%)	D (75-84%)	C (65-74%)	P (50-64%)	F (0-49%)	%
Attention to task	Comprehensive consideration of all aspects of the assignment assessment task (26-30).	Broad consideration of most aspects of the assignment assessment task (23-25).	Adequate consideration of most aspects of the assignment assessment task (20-22).	Content addresses the some of the assignment assessment task (15-19).	Content does not address the assigned assessment task (0-14).	30
Understanding of topic and approach	Thoroughly demonstrates understanding of content. Demonstrates highly developed critical thinking (14-15).	Clearly demonstrates understanding of content. Demonstrates critical thinking (12-13).	Generally demonstrates and understanding of content (10-11).	Demonstrates limited understanding of content (8-9).	Fails to demonstrate an understanding of content (0-7).	15
Use of evidence	A wide range of relevant, contemporary material is used and includes various sources including lived experience led research and is used effectively to support discussion (26-30).	A range of relevant, contemporary material is used and includes various sources including lived experience led research and is used effectively to support discussion (23-25).	Mostly relevant, contemporary material is used and includes various sources including lived experience led research and is used effectively to support discussion (20-22).	Minimal relevant, contemporary material is used and includes various sources including lived experience led research and is used effectively to support discussion (15-19).	Poor or absent use of evidence (0-14).	30
Referencing	APA referencing used. No errors (5).	APA referencing is used. There are 1-2 errors (4).	APA referencing is used. There are 3-4 errors (3).	APA referencing is used. More than 4 errors (2).	APA referencing is not used. There is no use of references (0-1).	5

Style and presentation	Strong construction of paragraphs with each succinctly discussing a distinct point. No critical typographical, spelling or grammatical errors. Adheres to prescribed length (17-20).	Good construction of paragraphs with each discussing a distinct point. Minimal (1-2) critical typographical, spelling or grammatical errors. Adheres to prescribed length (15-16).	Construction of paragraphs that aids the flow of the paper. Few (2-3) critical typographical, spelling or grammatical errors. Adheres to prescribed length (13-14).	Basic paragraph construction. Many (>4) critical typographical, spelling or grammatical errors. Adheres to prescribed length (10-12).	Poor paragraph construction. Several (>8) critical typographical, spelling or grammatical errors. Deviates significantly from prescribed length (0 - 9).
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Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

The assessment tasks are to be submitted online through Moodle.

Learning Outcomes Assessed

- Discuss factors that promote Recovery in diverse cultural and socio-economic populations
- Explore the importance of consumer leadership and participation, therapeutic relationships and co-production in the development of the Recovery approach
- Relate the importance of family and other supports in Recovery planning and service delivery
- Review the attributes required by registered nurses to promote and facilitate Recovery including the need for effective self-care.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Written Assessment

Assessment Type

Written Assessment

Task Description

Assessment 2. Written Assignment. Self-Care 'Recovery' journey.

This assessment task is 60% of your overall mark.

Length. Up to 1500 words.

This task relates to the following learning objectives:

3. Relate the importance of family and other supports in Recovery planning and service delivery
4. Review the attributes required by registered nurses to promote and facilitate Recovery including the need for effective self-care

Introduction

Learning how to make positive choices, and to engage in good self-care are key components of Recovery for people who access services. However, making the 'right' choices and sticking to them is not always as easy as it may seem.

Self-care for nurses is also very important but often is not prioritised. This assessment task provides you with an opportunity to practice self-care by giving you permission to spend time and energy on something that is important to you that you normally would not find time for.

The experience of receiving support, planning for and implementing, self-care strategies, will assist you to better understand the experiences of people who access mental health services.

The goal of this assessment is to demonstrate your understanding of:

- Factors that help and/or hinder effective self-care
- Factors that help and/or hinder effective support
- The role of plans and strategies in relation to self-care
- The role of family and other social supports in putting a plan into action

This assignment is made up of two linked but separate tasks.

Task 1. Plan and Action

Planning Phase

Identify an issue for change: Identify an area in your life where you would like to make positive change, focusing on self-care. Some people might choose to work on an issue like anxiety, while others choose issues like weight-loss, quitting smoking or cutting down on alcohol. The important thing is to identify something that would be meaningful to *you*, something you would like to do but have not done up to now for whatever reason.

Enlist Supporters: Enlist two supporters to help you decide on what to focus on and to help you stay on track. Your supporters can be people in your life outside of University (such as family and friends), other students, or therapeutic supporters (such as a counsellor, personal trainer, nutritionist, etc.). If you would like to support/be supported by a fellow student, post a request asking for supporters in the Assessment Forum in Moodle.

Develop a Plan: In collaboration with your supporters, develop a self-care recovery plan. Your plan should clearly identify:

- What area of your life you want to work on
- What your goal(s) are
- How you propose achieving your goal(s)
- What supports you have in place and the role they will play
- What challenges you may face and possible ways of addressing these

• Remember this is a Recovery-based self-care plan so it's important to be strengths-focused and self-directed in order to best suit you

The plan itself is not marked and does not contribute to the word count. It needs to be included when you submit your assignment to help the marker to understand the points you discuss in your reflective essay. Your plan can include images, drawings, pictures and words and can look any way you want it to look.

Action Phase

As you progress through your self-care journey, document your progress in a journal. The journal does not need to be submitted, however you will use it in your reflective essay. It is useful to jot down reflections as they occur, at least once a week.

Some questions you might like to reflect upon in your journal include:

- How you felt about the support you received each time you interacted with supporters
- How your journey is progressing and why
- What helps and/or hinders you along the way and how you deal with any obstacles

Task 2.

You are required to use the information you have gathered in your Reflective Journal and in your Self-Care Recovery Plan to complete a reflective essay of your experience.

Assignment requirements

Format should be in Calibri 11 or Times New Roman 12 and double spaced

You can respond in dot point or short answers

Please include the assignment questions in your paper. The assignment questions are not counted in your word count

Use APA referencing to support your responses

Include the title page as the first page of your assignment.

Assessment Due Date

Week 11 Friday (29 Sept 2017) 11:00 pm AEST

The assessment is to be submitted to Moodle

Return Date to Students

Review/Exam Week Friday (13 Oct 2017)

Weighting

60%

Assessment Criteria

Assessment 2. Marking Matrix. NURS11163. (Term 2, 2017).

	HD (85-100%)	D (75-84%)	C (65-74%)	P (50-64%)	F (0-49%)	%
Understanding of topic	Comprehensive consideration of all aspects of the assigned assessment task. Thorough understanding of relevance of content is clearly evident (35-40).	Broad consideration of most aspects of the assigned assessment task. Clearly demonstrates understanding of how content is relevant (30 – 39).	Adequate consideration of most aspects of the assigned assessment task. Generally demonstrates understanding of how content is relevant (26 – 29).	Content addresses the assigned assessment task. Demonstrates limited understanding of how content is relevant (25-20).	Content does not address the assigned assessment task. Fails to demonstrate understanding of required content (0-19).	40

Use of evidence	An expansive range of relevant, contemporary material drawn from various sources used effectively to support the discussion. Includes references to own experiences. No discernible errors in the citation of reference material (14-15).	A range of relevant contemporary evidence is used to support the discussion. Includes references to own experiences. Minimal (1-2) errors in the citation of reference material (12-13).	Mostly relevant contemporary evidence is used to support the discussion. Includes references to own experiences. Few (2-3) errors in the citation of reference material (10-11).	Minimal relevant contemporary evidence used to support the discussion. Minimal reference to own experiences. Several (>4) errors in the citation of reference material (8-9).	Poor or absent use of evidence. Numerous (>8) errors in the citation of reference material (0-7).	15
Argument	Clear, coherent and convincing argument. Argument is strong, following a distinctive analytical path from a starting to a concluding point (26-30).	Clear, coherent argument is presented. Argument is logical and well developed with each point building on the last (23-25).	Clear argument presented. Argument is logically developed (20-22).	Argument is discernible. Generally demonstrates logical flow (15-19).	Argument is poorly developed or absent. No evidence of critical discussion (0-14).	30
Style and presentation	Strong construction of paragraphs with each succinctly discussing a distinct point. No critical typographical, spelling or grammatical errors. Adheres to prescribed length (14-15).	Good construction of paragraphs with each discussing a distinct point. Minimal (1-2) critical typographical, spelling or grammatical errors. Adheres to prescribed length (12-13).	Construction of paragraphs that aids the flow of the paper. Few (2-3) critical typographical, spelling or grammatical errors. Adheres to prescribed length (10-11).	Basic paragraph construction. Many (>4) critical typographical, spelling or grammatical errors. Adheres to prescribed length (8-9).	Poor paragraph construction. Several (>8) critical typographical, spelling or grammatical errors. Deviates significantly from prescribed length (0-7).	15

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

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Learning Outcomes Assessed

- Discuss factors that promote Recovery in diverse cultural and socio-economic populations
- Explore the importance of consumer leadership and participation, therapeutic relationships and co-production in the development of the Recovery approach
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- Review the attributes required by registered nurses to promote and facilitate Recovery including the need for effective self-care.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem