



# **NURS11163 Recovery Approach to Mental Health**

## **Term 3 - 2018**

Profile information current as at 14/12/2025 04:10 pm

All details in this unit profile for NURS11163 have been officially approved by CQUUniversity 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.

## 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 3 - 2018

- 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 Feedback forum

##### **Feedback**

Some students commented on how much they learned from the second assessment where students complete a self care plan. This is a quote from the forum - "I just wanted to say how much i am enjoying this second assignment, it is rare in this busy world that we take time to self-care and to be able to do it during study is a great bonus. I am so bad at prioritising myself and it took this assignment to make me do it. Not only have i worked on my goal for this assignment but i have gone on to make so many other positive changes in my life, and so have others in my family".

##### **Recommendation**

Consider the student self care plan in future assessments. Consider other activities to enhance student learning in the area of self care.

#### Feedback from Feedback forum

##### **Feedback**

Some students felt that the use of a Zoom recording to explain Blooms Taxonomy was useful in improving their understanding of assessment objectives.

##### **Recommendation**

Continue to offer the Zoom on Blooms Taxonomy to enhance learning.

#### Feedback from Emails

##### **Feedback**

Some students felt that the feedback they received from markers was not adequate.

##### **Recommendation**

Ensure markers provide sound feedback to students on their assessments.

#### Feedback from Forums and emails.

##### **Feedback**

Students discussed that Zoom sessions focusing specifically on assessment tasks leading up to assessments were beneficial.

##### **Recommendation**

Continue to offer Zoom sessions and recorded Zoom sessions on assessment specific content leading up to assessment tasks.

## 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

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving			•	•
3 - Critical Thinking		•		•
4 - Information Literacy	•	•	•	•
5 - Team Work				•
6 - Information Technology Competence	•	•	•	•
7 - Cross Cultural Competence	•		•	•
8 - Ethical practice	•	•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

## Alignment of Assessment Tasks to Graduate Attributes

[illegible]

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

While there is no prescribed textbook, you may find value in the optional materials available at the CQUni Bookshop [here](#) (search on the Unit code)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## 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

**Andrew Kennedy** Unit Coordinator

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**Alanna Ivory** Unit Coordinator

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**Helena Roennfeldt** Unit Coordinator

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## Schedule

### Week 1 - Introduction to Recovery - 05 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Recovery		

### Week 2 - Consumers and Recovery - 12 Nov 2018

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

### Week 3 - Principles of Recovery - 19 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Components and principles of Recovery		

### Week 4 - Trauma informed care - 26 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Trauma informed care		

### Vacation Week - 03 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 5 -Nurses as Recovery partners - 10 Dec 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Nurses as Recovery partners		

**Week 6 - Cultural contexts - 17 Dec 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Recovery in a diversity of cultural contexts		

**Week 7 - Relationships - 31 Dec 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Facilitating relationships		<b>What is the Recovery approach and explain how it has been led by lived experience?</b> Due: Week 7 Friday (4 Jan 2019) 11:59 pm AEST

**Week 8 - Self care - 07 Jan 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Self care		

**Week 9 - Supports - 14 Jan 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Support systems		

**Week 10 - Recovery plans - 21 Jan 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Recovery plans and outcomes		

**Week 11 - Therapeutic environment - 28 Jan 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Promoting a therapeutic environment		<b>Reflections on Recovery</b> Due: Week 11 Friday (1 Feb 2019) 12:00 am AEST

**Week 12 - Recovery partnerships - 04 Feb 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Recovery partnerships and other emerging developments		

**Exam Week - 11 Feb 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

1 What is the Recovery approach and explain how it has been led by lived experience?

**Assessment Type**

Written Assessment

**Task Description**

NURS11163

Assessment 1 T3 2018

TITLE

What is the Recovery approach and explain how it has been led by lived experience?

#### ASSIGNMENT REQUIREMENTS

· Title page-student name, student number, course code, term/year, name of course coordinator, name of assignment, due date for submission and word count –excluding reference list · Include header with student name and number and a footer or page numbers · Essay format includes an introduction, body paragraphs and conclusion. Use double line spacing, single page and Times New Roman 12 font. · A Reference list that adheres to APA 6 th Ed presentation guidelines and 10 references indicates that you have read widely and on a separate page

#### LENGTH

1500 words (+/-10%). The word count is considered from the first word of the introduction to the last word of the conclusion. It includes in-text citations and direct quotations. 1500 words (+/-10%)

#### WEIGHTING

40% of overall mark

#### DUE

Friday Week 7 - 4/1/2019 12 midnight Eastern Standard Time

#### SUBMISSION

Via moodle

#### LEARNING OUTCOMES

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

#### STATEMENT

The lived experience of people with mental health issues has contributed in many ways such as advice and leadership in the development of the Recovery approach and its presence in the therapeutic relationship

#### TASK

- Discuss this statement considering the following questions.
- What is the Recovery approach?
  - Explain the role of lived experience and family?
  - How can nurses be involved in Recovery and self-care?

#### Assessment Due Date

Week 7 Friday (4 Jan 2019) 11:59 pm AEST

Moodle

#### Return Date to Students

Week 10 Friday (25 Jan 2019)

moodle

#### Weighting

40%

#### Assessment Criteria

NURS 11163 Marking Rubric Assessment 1 T3 2018

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Structure -15%					

Clear and succinct introduction that introduces the topic and outlines the direction of the paper. Clear and succinct conclusion that provides closure to the topic and outlines final direction of the paper	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. Clear and appropriate closure to the topic and outlines the final direction of the paper	Appropriate introduction that introduces the topic and outlines the direction of the paper. Appropriate conclusion to the topic and somewhat outlines the final direction of the paper	Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced. Conclusion is apparent although consists of only a brief closure of the topic. Topic not clearly concluded	No recognisable introduction— the topic is not introduced and/or there is no direction offered in respect of the paper. No recognizable conclusion or the conclusion content is not reflective of the discussion	/15
Organisation, structure and approach is succinct and comprehensively addresses the topic and the discussion proceeds logically. Well linked to supporting credible literature	Organisation, structure and approach clearly addresses the topic and discussion proceeds logically. Appropriately linked to credible literature.	Organisation, structure and approach is appropriate and the topic and discussion proceeds for the most part logically. Minimal omissions in links to supporting credible literature.	Organisation, structure and approach allows for misinterpretation of the meaning of the content. Content and discussion is at times repetitive or lacking cohesion. Frequent omissions in links to supporting credible literature	Organisation, structure and approach detract from the meaning of the topic and discussion is irrelevant and lacks cohesion. Little to no links to supporting literature. Literature is not from a credible source	
Consistently accurate with spelling, grammar and paragraph structure	1-2 consistent errors with spelling, grammar or paragraph structure	3-4 consistent errors with spelling, grammar or paragraph structure	5-7 consistent errors with spelling grammar or paragraph structure	Many (>8) inaccuracies with spelling, grammar, paragraph structure	
Approach and Argument -70%					
Comprehensively includes a thorough discussion of the Recovery approach	Extensively includes a thorough discussion of the Recovery approach	Generally includes a reasonable discussion of the Recovery approach	Demonstrates limited discussion on the Recovery approach	Not able to provide a discussion on the Recovery approach	/70
Comprehensively includes a detailed discussion on the role of the nurse and how they assist in recovery	Extensively includes a detailed discussion on the role of the nurse and how they assist in recovery and self-care	Generally includes a detailed discussion on the role of the nurse and how they assist in recovery and self-care	Demonstrates a limited discussion on the role of the nurse and how they assist in recovery and self-care	Not able to provide a discussion on the role of the nurse and how they assist in recovery and self-care	
Comprehensively includes a detailed discussion on the role of the nurse and how they assist in self-care	Extensively includes a detailed discussion on the role of the nurse and how they assist in self-care	Generally includes a detailed discussion on the role of the nurse and how they assist in self-care	Demonstrates a limited discussion on the role of the nurse and how they assist in self-care	Not able to provide a detailed discussion on the role of the nurse and how they assist in self-care	
Comprehensively includes detailed discussion of the role of people with lived experience	Extensively includes detailed discussion of the role of people with lived experience	Generally includes detailed discussion of the role of people with lived experience	Demonstrates a limited discussion of the role of people with lived experience	Not able to provide a detailed discussion of the role of people with lived experience	
Comprehensively includes detailed discussion of the role of family	Extensively includes detailed discussion of the role of family	Generally includes detailed discussion of the role of family	Demonstrates a limited discussion of the role of family	Not able to provide a detailed discussion on the role of family	
Referencing 15%					
Consistent adherence to APA Style with regards to in-text referencing to support and reflect all ideas, statements, factual information and quotations.	1-2 consistent in-text referencing errors identified with regards to APA Style referencing to support and reflect all ideas, statements, factual information and quotations.	3-4 consistent in-text referencing errors identified with regards to APA Style referencing to support and reflect all ideas, statements, factual information and quotations.	5-6 consistent in-text referencing errors identified with regards to APA Style referencing to support and reflect all ideas, statements, factual information and quotations.	In-text referencing is not consistent with APA Style. More than 6 consistent inaccuracies or minimal to no attempt made with in-text referencing to support and reflect all ideas, statements, factual information or quotations.	/15
Reference list in alphabetical order. Reference list fully adheres to presentation guidelines as per APA Style. No errors identified with reference list	Reference list in alphabetical order. Reference list mostly consistent with presentation guidelines as per APA Style. 1-2 errors identified with reference list.	Reference list in alphabetical order. Reference list frequently adheres to presentation guidelines as per APA Style. 3-5 errors identified with reference list.	Reference list in alphabetical order. Reference list occasionally adheres to presentation guidelines as per APA Style. 6-10 errors identified with reference list.	Reference list not in alphabetical order. Reference list does not adhere to presentation guidelines as per APA Style. Many (>10) errors identified with reference list.	
A minimum of 10 peer reviewed, up-to-date, quality references used.	A minimum of 9 peer reviewed, up-to-date, quality references used.	A minimum of 8 peer reviewed and quality references used.	A minimum of 7 peer reviewed and quality references used.	A minimum of 6 peer reviewed, up-to-date, quality references NOT used. References used are not credible.	
				Total Marks	
Marker		Date		Grade	

## COMMENTS

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submit via 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 Reflections on Recovery

### Assessment Type

Written Assessment

### Task Description

NURS11163	ASSESSMENT 2 T3 2018
TITLE	Reflections on Recovery
ASSIGNMENT REQUIREMENTS	<p>· Title page-student name, student number, course code, term/year, name of course coordinator, name of assignment, due date for submission and word count –excluding reference list · Include header with student name and number and a footer or page numbers · Essay format includes an introduction, body paragraphs and conclusion. Use double line spacing, single page and Times New Roman 12 font. · A Reference list that adheres to APA 6th Ed presentation guidelines and 10 references indicates that you have read widely and on a separate page, References should include Lived Experience Authors, Texts, Government sources and peer reviewed journal articles</p>
LENGTH	<p>Reflective Essay 1500 words Self-care Plan 500 words (+/-10%) The word count is considered from the first word of the introduction to the last word of the conclusion. It includes in-text citations and direct quotations.</p>
WEIGHTING	60% of overall mark
DUE	Friday Week 11 1/2/2019
SUBMISSION	Via moodle
LEARNING OUTCOMES	<ol style="list-style-type: none"><li>1. Discuss factors that promote Recovery in diverse cultural and socio-economic populations</li><li>2. Explore the importance of consumer leadership and participation, therapeutic relationships and co-production in the development of the Recovery approach</li><li>3. Relate the importance of family and other supports in Recovery planning and service delivery</li><li>4. Review the attributes required by registered nurses to promote and facilitate Recovery including the need for effective self-care</li></ol>

## CONTEXT

Learning how to make positive choices, and to engage in good self-care are key components of Recovery for people who access services. 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 standard 3.1 states nurses must consider their own health and wellbeing in relation to practice. 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 what it might be like to embark on a Recovery journey and to increase your capacity as a nurse to effectively support people in Recovery.

In summary, you need to do the following for this assessment:

## TASK

1. Identify a self-care goal
2. Enlist people to support you to reach your self-care goal
3. Develop a self-care plan - SUBMITTED
4. Utilise references to support/guide yourself are goals (Points 1-4 makes up your care plan documents which should be 500 words.
5. Embark on your self-care journey
6. Regularly journal your reflections of your journey (for your own information, NOT to be submitted)
7. Write a reflective essay in the first person about your journey -SUBMITTED

### STEPS 1 Identify a self-care goal

Identify an area in your life where you would like to make positive change, focusing on self-care and using a Recovery model. 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

### 2 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 counselor, personal trainer, nutritionist, etc.). If you are stuck for ideas on who you could enlist, please contact the Unit Coordinator for discussion.

### 3 Develop a self-care plan

In collaboration with your supporters, develop a self-care Recovery plan. The self-care plan does not need to be in essay form. The plan should be (+/- 10%) 500 words. It should include references to support/guide your care plan. I can be in table form. 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
- Supporting literature

When developing your plan, remember that you are modelling a Recovery type journey to experience and learn first-hand what might help and hinder a person on a Recovery journey. Like a Recovery plan it is important that your plan focuses on your strengths and that your journey, whilst utilising supports, is self-directed. Your plan can include images, drawings, pictures and words.

### 4 Action phase

Embark on your self-care journey, using your plan as a guide. You should allow at least 2-3 weeks for this step.

### 5 Journal your experience

As you progress through your self-care journey, document your progress in a journal. The journal is NOT submitted, however you will use it for constructing your reflective essay. This step is to occur in conjunction with the previous step. It is useful to jot down reflections as they occur, at least once a week. Some questions you should 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
- How your self-care journey, experiences and learnings relate to Recovery
- How your journey, experiences and learnings might change or inform how you work with people in your future nursing practice

### 6 Write a Reflective Essay about your journey

Using the information you have gathered in your Reflective Journal and in your Self-Care Recovery Plan, in addition to the course materials, recommended readings and other relevant sources, complete a reflective essay of your experience.

## Assessment Due Date

Week 11 Friday (1 Feb 2019) 12:00 am AEST

Moodle

## Return Date to Students

Exam Week Friday (15 Feb 2019)

Moodle

## Weighting

60%

## Assessment Criteria

### NURS 11163 Marking Rubric Assessment 2 T3 2018

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Structure -15%					
Clear and succinct introduction that introduces the topic and outlines the direction of the paper. Clear and succinct conclusion that provides closure to the topic and outlines final direction of the paper	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. Clear and appropriate closure to the topic and outlines the final direction of the paper	Appropriate introduction that introduces the topic and outlines the direction of the paper. Appropriate conclusion to the topic and somewhat outlines the final direction of the paper	Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced. Conclusion is apparent although consists of only a brief closure of the topic. Topic not clearly concluded	No recognisable introduction— the topic is not introduced and/or there is no direction offered in respect of the paper. No recognizable conclusion or the conclusion content is not reflective of the discussion	/15
Organisation, structure and approach is succinct and comprehensively addresses the topic and the discussion proceeds logically. Well linked to supporting credible literature	Organisation, structure and approach clearly addresses the topic and discussion proceeds logically. Appropriately linked to credible literature.	Organisation, structure and approach is appropriate and the topic and discussion proceeds for the most part logically. Minimal omissions in links to supporting credible literature.	Organisation, structure and approach allows for misinterpretation of the meaning of the content. Content and discussion is at times repetitive or lacking cohesion. Frequent omissions in links to supporting credible literature	Organisation, structure and approach detract from the meaning of the topic and discussion is irrelevant and lacks cohesion. Little to no links to supporting literature. Literature is not from a credible source	
Consistently accurate with spelling, grammar and paragraph structure	1-2 consistent errors with spelling, grammar or paragraph structure	3-4 consistent errors with spelling, grammar or paragraph structure	5-7 consistent errors with spelling grammar or paragraph structure	Many (>8) inaccuracies with spelling, grammar, paragraph structure	
Approach and Argument -70%					
Comprehensively includes a thorough discussion of Recovery goals	Extensively includes a thorough discussion of the Recovery goals	Generally includes a reasonable discussion of the Recovery goals	Demonstrates limited discussion on the Recovery goals	Not able to provide a discussion on Recovery the goals	/70
Comprehensively includes a detailed discussion on the enlistment of support people/family	Extensively includes a detailed discussion on the enlistment of support people/family	Generally includes a detailed discussion on the enlistment of support people/family	Demonstrates limited discussion on the enlistment of support people/family	Not able to provide a discussion on the enlistment of support people/family	
Self care plan is comprehensive linking Recovery steps	Self care plan is extensive and links Recovery steps	Self care plan is general and links recovery steps	Self care plan is limited and fragmented in relation to Recovery steps	Self care plan fails to provide Recovery goals and fails to link Recovery steps	
Comprehensively includes a discussion of Recovery challenges and enablers	Extensively includes a discussion of Recovery challenges and enablers	Generally includes a discussion of Recovery challenges and enablers	Limited discussion of Recovery challenges and enablers	No inclusion/ insufficient discussion of Recovery challenges and enablers	
Comprehensive narrative and reflection on the Recovery experience	Extensive narrative and reflection on the Recovery experience	General narrative and reflection on the Recovery experience	Limited narrative and reflection on the Recovery experience	Inappropriate narrative and lacking reflection on the Recovery experience	
Referencing 15%					
Consistent adherence to APA Style with regards to in-text referencing to support and reflect all ideas, statements, factual information and quotations.	1-2 consistent in-text referencing errors identified with regards to APA Style referencing to support and reflect all ideas, statements, factual information and quotations.	3-4 consistent in-text referencing errors identified with regards to APA Style referencing to support and reflect all ideas, statements, factual information and quotations.	5-6 consistent in-text referencing errors identified with regards to APA Style referencing to support and reflect all ideas, statements, factual information and quotations.	In-text referencing is not consistent with APA Style. More than 6 consistent inaccuracies or minimal to no attempt made with in-text referencing to support and reflect all ideas, statements, factual information or quotations.	/15
Reference list in alphabetical order. Reference list fully adheres to presentation guidelines as per APA Style. No errors identified with reference list	Reference list in alphabetical order. Reference list mostly consistent with presentation guidelines as per APA Style. 1-2 errors identified with reference list.	Reference list in alphabetical order. Reference list frequently adheres to presentation guidelines as per APA Style. 3-5 errors identified with reference list.	Reference list in alphabetical order. Reference list occasionally adheres to presentation guidelines as per APA Style. 6-10 errors identified with reference list.	Reference list not in alphabetical order. Reference list does not adhere to presentation guidelines as per APA Style. Many (>10) errors identified with reference list.	
A minimum of 10 peer reviewed, up-to-date, quality references used.	A minimum of 9 peer reviewed, up-to-date, quality references used.	A minimum of 8 peer reviewed and quality references used.	A minimum of 7 peer reviewed and quality references used.	A minimum of 6 peer reviewed, up-to-date, quality references NOT used. References used are not credible.	
Marker		Date		Total Marks	Grade

## COMMENTS

### Referencing Style

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

### Submission

Online

### Submission Instructions

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

## 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