



NURS11163 Recovery Approach to Mental Health

Term 3 - 2019

Profile information current as at 15/12/2025 08:34 am

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 - 2019

- Online

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 Moodle

Feedback

Assessment 1 was returned very late leaving little time to take feedback on board for next assessment.

Recommendation

Due to an error in the grading of assessment one, the assessment was late in being returned to students. This mistake in the rubric was corrected during the term, and adjustments were made to future rubrics. This should not be an issue in future.

Feedback from Moodle

Feedback

Relaxed atmosphere for such a challenging subject. assignments were very relevant to course.

Recommendation

Provide an open, collaborative learning space that encourages discussion and provides emotional support.

Feedback from Moodle

Feedback

Outlining assessment tasks. For the reflection assessment, it is incredibly difficult to understand what we are supposed to do and what is expected of us.

Recommendation

Review the assessment tasks for this Unit. Clearer instructions and wording to be used in future. Consider the use of different types of assessment tasks.

Feedback from Moodle

Feedback

The unit coordinator and lecturers were extremely instrumental with this unit. They were helpful and involved and having them teach this unit was a blessing.

Recommendation

Promote an open dialogue between teaching staff, Unit Coordinators, and students that demonstrates respect acknowledges students and makes them feel supported.

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.

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

Justine Connor Unit Coordinator
j.connor@cqu.edu.au

Andrew Kennedy Unit Coordinator
a.kennedy@cqu.edu.au

Schedule

Week 1 - 11 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to recovery.		

Week 2 - 18 Nov 2019

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

Week 3 - 25 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Components and principles of recovery.		

Week 4 - 02 Dec 2019

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

Vacation Week - 09 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 5 - 16 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Nurses as recovery partners.		

Week 6 - 23 Dec 2019

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

Week 7 - 06 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Facilitating relationships.		

Week 8 - 13 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Self-care.		A 40 question multiple choice quiz broken into 2 parts Due: Week 8 Friday (17 Jan 2020) 5:00 pm AEST

Week 9 - 20 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Support systems.		

Week 10 - 27 Jan 2020

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

Week 11 - 03 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Promoting a therapeutic environment.		Written assignment exploring key issues relating to recovery. Due: Week 11 Friday (7 Feb 2020) 5:00 pm AEST

Week 12 - 10 Feb 2020

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

Exam Week - 17 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Assessment Tasks

1 A 40 question multiple choice quiz broken into 2 parts

Assessment Type

Written Assessment

Task Description

Assessment Item 1. Part 1.

A 20-question quiz taken from the question bank.

This grouping of quiz questions will focus on the first four weeks of the unit and will be available for three days at the end of week four.

Assessment Item 1. Part 2.

A 20-question quiz taken from the question bank.

This grouping of quiz questions will focus on weeks 5 to 8 and will be available for three days at the end of week eight.

Assessment Due Date

Week 8 Friday (17 Jan 2020) 5:00 pm AEST

The quiz will be open for three days at the end of week 8 to allow all students ample opportunity to complete the quiz. Detailed instructions on completing the quiz are available on the Moodle site.

Return Date to Students

Week 9 Friday (24 Jan 2020)

Quiz results will be released back to the students during week nine after all students have submitted.

Weighting

40%

Assessment Criteria

Each of the quiz questions will be worth one mark. A total of 40 questions will be presented to each student during the quiz availability window. The total marks available for this assessment contribute 40% of the total grade for the unit.

Referencing Style

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

Submission

Online

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 assignment exploring key issues relating to recovery.

Assessment Type

Written Assessment

Task Description

Length. 2000 words. (+/- 10%).

Referencing will be as per APA 6th edition. A minimum of 10 references are necessary to demonstrate broad consideration of this topic. It is acceptable to utilise the readings and references provided during the teaching of this unit although a broader reference list, well integrated into your paper, will demonstrate a higher standard of work.

The Assignment brief

Draw on the materials and recommended readings respond to the following key questions:

1. What are the key elements of Recovery? What makes personal Recovery different from clinical Recovery?
2. Why did the Recovery movement develop and what historical factors played a role in its development?
3. How did people with a lived experience of mental health challenges, contribute to the early development of Recovery?
4. Identify the role of the nurse and family in supporting a consumer's recovery. Include in this section the importance of the nurse acting as an advocate and how a nurse empowers a consumer..

Each question should be allocated approximately 500 words in your paper. Academic rigor is expected and use of appropriate references and citations is required.

Assessment Due Date

Week 11 Friday (7 Feb 2020) 5:00 pm AEST

All assignments are to be submitted through Moodle.

Return Date to Students

Week 12 Friday (14 Feb 2020)

Graded assignments will be returned to students as soon as they are available.

Weighting

60%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 20%				
<i>Introduction 5%</i>				
Highly appropriate and relevant to content. Provides very clear sense of what follows.	Appropriate and relevant to content. Provides clear sense of what follows.	Largely appropriate and relevant to content. Provides sense of what follows.	Somewhat appropriate and relevant to content. Provides some sense of what follows.	Not evident and/or not appropriate.
<i>Conclusion 5%</i>				
Provides very strong sense of closure and highly appropriate.	Provides sound sense of closure and appropriate.	Provides a sense of closure and largely appropriate.	Somewhat provides a sense of closure and somewhat appropriate.	No recognisable conclusion or conclusion is inappropriate.
<i>Presentation 5%</i>				
Very well presented. No spelling or grammatical errors. Well proof read. Written in a clear and cohesive style.	Very well presented. Minimal spelling and grammatical errors. Well proof read. Written in a clear and easy to ready style.	Well presented. Some spelling and grammatical errors. Written in an easy to ready style.	There may be one or more areas where there was evidence of lack attention to presentation.	Many presentation errors.
<i>Referencing 5%</i>				
Accurate APA referencing. No errors. Consistently integrates appropriate references to support and reflect all ideas, information and quotations.	Accurate APA referencing. One error Generally integrates appropriate references to support and reflect ideas, information and quotations, with 1 or 2 exceptions.	Accurate APA referencing. Two errors. Partly integrates appropriate references to support and reflect ideas, information and quotations, with 3 or 4 exceptions.	Accurate APA referencing. Three errors. Occasionally integrates appropriate references to support and reflect ideas, information and quotations, with 5 or 6 exceptions.	More than three errors. Fails to or infrequent attempts (>7 errors) to integrate appropriate references to support and reflect ideas, information and quotations.

Understanding of the key elements of recovery 20%

Thoroughly demonstrates understanding of unit content. Demonstrates highly developed critical thinking linking the various elements of recovery.	Clearly demonstrates understanding of unit content. Demonstrates some critical thinking linking the various elements of recovery.	Generally demonstrates understanding of the unit content. Able to link the various elements of recovery with minimal critical thinking evident.	Demonstrates some understanding of the unit content. Able to list the elements of recovery without linking them in a coherent fashion.	Understanding of the unit content is not apparent. Inability to identify various elements of recovery and/or unable to link elements together.
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Understanding of the historical factors relating to the recovery movement 20%

Accurately reports relevant historical factors that include issues and concerns of a broader social nature. Clearly identifies and articulates the relationship between recovery and human rights.	Accurately reports relevant historical factors within a narrow health focused view. Recognises the relationship between recovery and human rights but is unable to clearly articulate this.	Reports some historical factors with limited identification of role of universal human rights. OR does not recognise the relationship between recovery and human rights.	Provides an historical summary only. Identifies at least one key historical factor but fails to connect that factor to basic human rights.	Fails to demonstrate the role of historical factors that relate to the recovery movement. Does not frame recovery within the broader universal human rights perspective.
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Demonstrated knowledge of the contribution of lived experience to the development of recovery 20%

Able to identify three lived experience academics that have contributed significantly to the development of the recovery model. Coherently describes each academic's contribution and presents that information in a coherent manner.	Identifies three lived experience academics that have contributed significantly to the development of the recovery model. Offers insight into each academic's contribution and presents in a mostly coherent manner.	Demonstrates some knowledge of the contribution of the lived experience. Includes the contribution of two or fewer lived experience academics. The information is presented in a somewhat coherent manner.	Demonstrates limited knowledge on the contribution of the lived experience. Does not refer to published work of lived experience academics in any meaningful way. The information is presented in a simple manner.	The contribution of lived experience is not clearly explained. The summation or content is incorrect or not clearly explained regarding the lived experience.
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Understanding of the role of the nurse in recovery 20%

Comprehensively includes a detailed discussion on the role of the nurse and how they assist in recovery. This discussion demonstrates deep critical thinking and is thoroughly supported by contemporary literature.	Extensively includes a discussion on the role of the nurse and how they assist in recovery. This discussion demonstrates some critical thinking and is generally supported by contemporary literature	Includes a detailed discussion on the role of the nurse and how they assist in recovery. This discussion demonstrates basic critical thinking with minimal support from contemporary literature.	Provides a limited discussion on the role of the nurse and how they assist in recovery. This discussion covers the information required but lacks evidence of critical thinking or the discussion is not supported by contemporary literature.	Enable to articulate coherent understanding of the role of the nurse in recovery. What has been presented lacks critical thinking and is not supported by contemporary literature.
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Referencing Style

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

Submission

Online

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