NURS11163 *Recovery Approach to Mental Health*
Term 3 - 2020

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.

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 - 2020
- 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 Have Your Say Survey

Feedback

It was time consuming to be checking Microsoft teams and the news forums

Recommendation

This feedback was incorporated into the Term 3,2020 offering of NURS11163. A decision was made to use Microsoft Teams as the means of general discussion and asking questions, and to keep the News forum in Module to reduce the number of places students need to look for information.

Feedback from Have Your Say Survey

Feedback

The second assessment task was due not long after the first one, putting the due date for second assessment would give students more time and knowledge to complete the second one.

Recommendation

The due date for Assessment Two for Term 3, 2020, was moved back to allow more time between assessments.

Feedback from Have Your Say Survey

Feedback

The teachers, were very clear, helpful and encouraging

Recommendation

Teaching staff will endeavour to continue to be helpful and encouraging. We are committed to providing helpful responses in a timely fashion and promoting an environment where students feel comfortable being able to toa ask questions.

Feedback from Have Your Say Survey

Feedback

I really enjoyed the discussions we were encouraged to have. Really made me think outside the box, and contributed to a holistic viewpoint of nursing.

Recommendation

Teach staff will endeavour to continue to encourage students to encourage in conversations designed to foster critical thinking.

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

—	N/A Level	∘	Introductory Level	∘	Intermediate Level	∘	Graduate Level	∘	Professional Level	∘	Advanced Level

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

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 40%	•	•	•	•	•	•	•	•		
2 - Written Assessment - 60%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information
All readings are available on the e-Reading list.

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition (APA 7th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Carmen Barnard Unit Coordinator
c.t.barnard@cqu.edu.au

Schedule

Week 1 - 09 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction	See E-reading list for details	

Week 2 - 16 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
The role of consumers	See E-reading list for details	

Week 3 - 23 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Principles of Recovery	See E-reading list for details	

Week 4 - 30 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Trauma-informed practice	See E-reading list for details	

Vacation Week - 07 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 - 14 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
The role of nurses	See E-reading list for details	

Week 6 - 21 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
Cultural contects	See E-reading list for details	**Promoting Recovery** Due: Week 6 Monday (21 Dec 2020) 5:00 pm AEST

Vacation Week - 28 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 7 - 04 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Facilitating relationships		

Week 8 - 11 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Support systems	See E-reading list for details	

Week 9 - 18 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Self-care	See E-reading list for details	

Week 10 - 25 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Recovery plans	See E-reading list for details	

Week 11 - 01 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
Therapeutic environments	See E-reading list for details	**A quartet of topics** Due: Week 11 Monday (1 Feb 2021) 5:00 pm AEST

Week 12 - 08 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
Recovery partnerships	See E-reading list for details	

Assessment Tasks

1 Promoting Recovery

Assessment Type
Written Assessment

Task Description

Weighting: 40%
Length: 750 words (+/-10%)
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.
Aim
Personal Recovery is often misunderstood by the general public, and even by other health professionals. The aim of this assessment is to demonstrate your understanding of the principles of personal Recovery.

Instructions
Identify a group of people who could benefit from education on personal Recovery. This assessment has two components.
a. Design a video providing education on personal Recovery to the group you have identified.
b. Write an explanation about the choices you made in this assessment and why.
Please follow the steps below to complete your assessment task:
1. Identify a group of people who may benefit from education on personal Recovery. Examples may include veterans, nurses, teenagers, new parents, people experiencing depression, etc.
2. Using a platform like Vimeo or YouTube create a video (no more than three minutes long) that explores the following questions.
· What are the underlying principles of personal Recovery and how might they apply to the group you have chosen?
· Are there social determinants of health which may potentially affect the personal recovery of a person in this group?
· What are examples of ways that people from this group can be actively involved in their personal Recovery?
· What are examples of ways that other people, such as family, friends, significant others or nurses can help promote personal Recovery?
3. The link to the video is to be provided at the start of Part B which will be uploaded onto Moodle.
4. Write a 750-word explanation of your material. The explanation should include the following points:
· Why you selected your chosen group.
· A description of any social or cultural factors influencing the way you set out your video.
· The factors that influenced the information you included in your video.

Literature and references
Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing. For this Unit it is important to include references from authors with a lived experience of mental distress. You may also use seminal scholarly literature which falls outside the definition of contemporary (<5 years) to support your discussion. For the purposes of this Unit at least 50% of your references must be contemporary.

Requirements
· Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
· Include page numbers on each page in a footer.
· Use formal academic language.
· Write in the first-person perspective.
· Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
· The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

· A copy of the rubric is to be included after your reference list

Resources

· You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.

· We recommend that you access your discipline specific library guide: the Nursing Resource Guide;

· We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.

· For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.

· Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Assessment Due Date

Week 6 Monday (21 Dec 2020) 5:00 pm AEST

Return Date to Students

Week 8 Monday (11 Jan 2021)

Weighting

40%

Assessment Criteria

Marking Criteria

HD 84.5-100%	D 74.50 – 84.49%	C 64.50 – 74.49%	P 49.50 – 64.49%	F <49.5%	Marks
Structure and design 20%					
Excellent presentation of the assessment with the inclusion of all correct components. Adheres to the prescribed word count. 8.5-10	Well-presented assessment with the inclusion of all correct components. Adheres to the prescribed word count. 7.5 - 8.4	Good presentation of assessment with the inclusion of all correct components. Adheres to the prescribed word count. 6.5-7.4	Adequate assessment presentation. Adheres to the prescribed word count. 5-6.4	Poorly presented assessment. Significantly from prescribed word count (>+10% or <-10%). < 5	/10
Consistently accurate with spelling, grammar, and paragraph structure. Organisation and structure are clear and easy to follow. 8.5-10	Minimal (1-2) critical errors in spelling, grammar, or paragraph structure. Organisation and structure are clear and relatively easy to follow. 7.5 - 8.4	Few (3-4) critical errors with spelling, grammar, or paragraph structure. Organisation and structure are appropriate and can be followed. 6.5-7.4	Several (5-6) critical errors with spelling, grammar, or paragraph structure. Organisation and structure are apparent, although not easy to follow. 5-6.4	Many (>6) errors with spelling, grammar, or paragraph structure; organisation and structure lack clarity and is difficult to follow. < 5	/10
Video presentation 10%					
The video presentation demonstrated a **comprehensive consideration** of how to make the most of available technology. All timings, transitions, sounds and music contributed to the impact of the video. 8.5-10	The video presentation demonstrated a **strong and appropriate consideration** of how to make the most of available technology. All timings, transitions, sounds and music contributed to the impact of the video. 7.5-8.4	Content provides an **adequate consideration** of how to make the most of available technology. All timings, transitions, sounds and music contributed to the impact of the video. 6.5-7.4	Content provides **some relevant consideration** of how to make the most of available technology. All timings, transitions, sounds and music contributed to the impact of the video. 5 – 6.4	Content provides an **inadequate or inappropriate consideration** of how to make the most of available technology. All timings, transitions, sounds and music contributed to the impact of the video. <5	/10
Approach and argument (60%)					
Content provides a **comprehensive discussion** that demonstrates an understanding of Recovery and the underlying principles. 17-20	Content provides a **strong and appropriate discussion** that demonstrates an understanding of Recovery and the underlying principles. 15-16.9	Content provides an **adequate discussion** that demonstrates an understanding of Recovery and the underlying principles. 13-14.9	Content provides **some relevant discussion** that demonstrates an understanding of Recovery and the underlying principles 10-12.9	Content provides an **inadequate or inappropriate discussion** that demonstrates an understanding of Recovery and the underlying principles <10	/20

Content provides a **comprehensive discussion** that demonstrates an understanding of social determinants of mental health, the role of the person and others in Recovery. 17-20	Content provides a **strong and appropriate discussion** that demonstrates an understanding of social determinants of mental health, the role of the person and others in Recovery. 15-16.9	Content provides an **adequate discussion** that demonstrates an understanding of social determinants of mental health, the role of the person and others in Recovery. 13-14.9	Content provides **some relevant discussion** that demonstrates an understanding of social determinants of mental health, the role of the person and others in Recovery. 10-12.9	Content provides an **inadequate or inappropriate discussion** that demonstrates an understanding of social determinants of mental health, the role of the person and others in Recovery. <10	/20
Content provides a **comprehensive discussion** that outlines the decisions made regarding the video and how the information provided relates to the group chosen 17-20	Content provides a **strong and appropriate discussion** that demonstrates an understanding of the decisions made regarding the video and how the information provided relates to the group chosen 15-16.9	Content provides an **adequate discussion** that demonstrates an understanding of the decisions made regarding the video and how the information provided relates to the group chosen. 13-14.9	Content provides **some relevant discussion** that demonstrates an understanding of the decisions made regarding the video and how the information provided relates to the group chosen 10-12.9	Content provides an **inadequate or inappropriate discussion** that demonstrates an understanding of the decisions made regarding the video and how the information provided relates to the group chosen. <10	/20

Referencing 10%

Consistently accurate with in-text referencing to support and reflect all ideas, factual and statistical information, and quotations. 4.3-5	1 or 2 consistent in-text referencing errors identified to support and reflect ideas, factual and statistical information, and quotations with 1 or 2 exceptions. 3.8-4.2	3 or 4 consistent in-text referencing errors identified to support and reflect ideas, factual and statistical information, and quotations, with 3 or 4 exceptions. 3.7-3.3	More than 4 consistent in-text referencing errors identified to support and reflect ideas, factual and statistical information, and quotations, with 5 or 6 exceptions. 2.5-3.2	Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support and reflect ideas, information, and quotations, with > 6 exceptions. <2.5	/5
A minimum of five up-to-date references used. Reference list adheres to APA style. 4.3-5	A minimum of four up-to-date references used. Reference list with 1-2 consistent errors. 3.8-4.2	A minimum of three up-to-date references used Reference list with 3-4 consistent errors. 3.7-3.3.	A minimum of two up-to-date references used Reference list with 5-6 consistent errors. 2.5-3.2	The required number of references not used, or none are up to date. More than six consistent reference list errors. <2.5	/5
					/100

Referencing Style

- American Psychological Association 7th Edition (APA 7th 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 A quartet of topics

Assessment Type
Written Assessment

Task Description
Weighting: 60%
Length: 2,000 words (+/-10%)

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.

Aim

The aim of this assessment is for you to further explore topics from this unit.

Instructions

You are to research and write a response of approximately 500 words on each of the following four topics.

1. Three cultural factors in Australia which could help promote personal Recovery.

2. How people with a lived experience of mental distress continue to promote personal Recovery in contemporary mental health services. Provide at least two examples.

3. The different types of connections available to people and how they influence personal Recovery. Include in your discussion consideration of both personal and professional connections

4. The skills required by a nurse to develop and maintain a therapeutic relationship with consumers.

· You are not required to provide an introduction or conclusion in this assessment.

· You are to set each response in either one large paragraph or a series of short paragraphs.

Literature and references

In this assessment use at least 10 references. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing. For this Unit it is important to include references from authors with a lived experience of mental distress. You may also use seminal scholarly literature which falls outside the definition of contemporary (<5 years) to support your discussion. For the purposes of this Unit at least 50% of your references must be contemporary.

Requirements

· Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

· Use heading in bold, left-aligned, same text size and line spacing as the rest of the document.

· Include a table of contents.

· Include page numbers on each page in a footer.

· Write in the third-person perspective.

· Use formal academic language.

· Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.

· The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

· A copy of the rubric is to be included after your reference list.

Resources

· You can use Unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.

· We recommend that you access your discipline-specific library guide: the Nursing Resource Guide.

· We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.

· For information on academic communication please go to the Academic Learning Centre Moodle

site. The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.

· Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here.](#)

Submission

Submit your assessment via the Unit Moodle site in Microsoft Word format only.

Assessment Due Date
Week 11 Monday (1 Feb 2021) 5:00 pm AEST

Return Date to Students
Exam Week Monday (15 Feb 2021)

Weighting
60%

Assessment Criteria

HD 84.5-100%	D 74.50 – 84.49%	C 64.50 – 74.49%	P 49.50 – 64.49%	F <49.5%	Marks
Structure and design 10%					
Excellent presentation of the assessment with the inclusion of all correct components. Adheres to the prescribed word count.4.3-5	Well-presented assessment with the inclusion of all correct components. . Adheres to the prescribed word count. 3.8-4.2	Good presentation of assessment with the inclusion of all correct components. Adheres to the prescribed word count. 3.7-3.3.	Adequate assessment presentation. Adheres to the prescribed word count. 2.5-3.2	Poorly presented assessment. Significantly from prescribed word count (>+10% or <-10%). <2.5	/5
Consistently accurate with spelling, grammar, and paragraph structure. Organisation and structure are clear and easy to follow. 4.3-5	Minimal (1-2) critical errors in spelling, grammar, or paragraph structure. Organisation and structure are clear and relatively easy to follow.3.8-4.2	Few (3-4) critical errors with spelling, grammar, or paragraph structure. Organisation and structure are appropriate and can be followed. 3.7-3.3.	Several (5-6) critical errors with spelling, grammar, or paragraph structure. Organisation and structure are apparent, although not easy to follow. 2.5-3.2	Many (>6) errors with spelling, grammar, or paragraph structure; organisation and structure lack clarity and is difficult to follow. <2.5	/5
Approach and Argument (80%)					
Content provides a **comprehensive discussion** that demonstrates an understanding of the possible impacts of culture in Australia. 17-20	Content provides a **strong and appropriate discussion** that demonstrates an understanding of the possible impacts of culture in Australia 15-16.9	Content provides an **adequate discussion** that demonstrates an understanding of the possible impacts of culture in Australia 13-14.9	Content provides **some relevant discussion** that demonstrates an understanding of the possible impacts of culture in Australia 10-12.9	Content provides an **inadequate or inappropriate discussion** on the possible impacts of culture in Australia <10	/20
Content provides a **comprehensive discussion** that demonstrates an understanding of how people with a lived experience continue to promote Recovery in contemporary mental health services. 17-20	Content provides a **strong and appropriate discussion** that demonstrates an understanding of how people with a lived experience continue to promote Recovery in contemporary mental health services. 15-16.9	Content provides an **adequate discussion** that demonstrates an understanding of how people with a lived experience continue to promote Recovery in contemporary mental health services. 13-14.9	Content provides **some relevant discussion** that demonstrates an understanding of how people with a lived experience continue to promote Recovery in contemporary mental health services. 10-12.9	Content provides an **inadequate or inappropriate discussion** of how people with a lived experience continue to promote Recovery in contemporary mental health services <10	/20

Content provides a **comprehensive discussion** that demonstrates an understanding of how personal and professional connections can influence Recovery. 17-20	Content provides a **strong and appropriate discussion** that demonstrates an understanding of how personal and professional connections can influence Recovery. 15-16.9	Content provides an **adequate discussion** that demonstrates an understanding of how personal and professional connections can influence Recovery 13-14.9	Content provides **some relevant discussion** that demonstrates an understanding of how personal and professional connections can influence Recovery 10-12.9	Content provides an **inadequate or inappropriate discussion** of how personal and professional connections can influence Recovery. <10	/20
Content provides a **comprehensive discussion** that demonstrates an understanding of skills nurses require in regarding therapeutic relationships 17-20	Content provides a **strong and appropriate discussion** that demonstrates an understanding of skills nurses require regarding therapeutic relationships 15-16.9	Content provides an **adequate discussion** that demonstrates an understanding of skills nurses require in regarding therapeutic relationships 13-14.9	Content provides **some relevant discussion** that demonstrates an understanding of skills nurses require regarding therapeutic relationships 10-12.9	Content provides an **inadequate or inappropriate discussion** of skills nurses require regarding therapeutic relationships <10	/20

Referencing 10%

Consistently accurate with in-text referencing to support and reflect all ideas, factual and statistical information, and quotations. 4.3-5	1 or 2 consistent in-text referencing errors identified to support and reflect ideas, factual and statistical information, and quotations with 1 or 2 exceptions. 3.8-4.2	3 or 4 consistent in-text referencing errors identified to support and reflect ideas, factual and statistical information, and quotations, with 3 or 4 exceptions. 3.7-3.3	More than 4 consistent in-text referencing errors identified to support and reflect ideas, factual and statistical information, and quotations, with 5 or 6 exceptions. 2.5-3.2	Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support and reflect ideas, information, and quotations, with > 6 exceptions. <2.5	/5
A minimum of 10 up-to-date references used, including 5 journal articles as well as relevant books and websites. Reference list adheres to APA style. 4.3-5	A minimum of ten up-to-date references used, including 4journal articles as well as relevant books and websites. Reference list with 1-2 consistent errors. 3.8-4.2	A minimum of ten up-to-date references used, including 3 journal articles as well as relevant books and websites. Reference list with 3-4 consistent errors. 3.7-3.3.	A minimum of ten up-to-date references used, including 2 journal articles as well as relevant books and websites. Reference list with 5-6 consistent errors. 2.5-3.2	The required number of ten references not used, or none are up to date. Journal articles not sourced or not peer reviewed. Chosen websites not recognised—more than six consistent reference list errors. <2.5	/5
					/100

Referencing Style

- American Psychological Association 7th Edition (APA 7th 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
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