

NUR307 Partnering in Care: Reablement and Recovery

School: School of Health - Nursing

2027 | 2027 January Session

UniSC Sunshine Coast
UniSC Moreton Bay
UniSC Caboolture
UniSC Fraser Coast
UniSC Gympie

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course focuses on nursing approaches that promote reablement, recovery, and independence in individuals and communities, including those experiencing mental health challenges or chronic illness. You will explore culturally safe, strengths-based care models and trauma-informed practices within community, aged care, and mental health settings. The course integrates social justice and the social determinants of health, helping you to advocate for equity and empowerment in diverse populations.

2027 January Session commences week 1*

Session 3 commences two weeks early*

*for start dates please refer to your nursing calendar

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online asynchronous learning and teaching materials from start of teaching session.	1hr	Week 1	9 times
Tutorial/Workshop 1 – On campus tutorial; January session starts in week 1; Session 3 starts 2 weeks prior to start of session.	3hrs	Refer to Format	9 times

1.3. Course Topics

- Foundations of reablement and recovery
- Lived experience of illness, disability and recovery
- Partnering in Care: Building therapeutic relationships
- Chronic conditions and disability across the lifespan
- Reablement in community and primary health settings
- Cultural Safety and inclusion in recovery-orientated practice.
- Families and carers: collaborative recovery networks.
- Evidence-based strategies for recovery and self-management
- Teaching self-care, promoting health literacy, and using digital tools and community resources to support recovery

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Nursing and Midwifery Board of Australia
1 Evaluate the impact of long-term health conditions on individuals, families, and communities	Sustainability-focussed	1.1, 1.2, 4.3, 7.1
2 Apply strength-based, person-centred approaches to promote recovery and independence	Empowered	1.3, 2.1, 2.2, 2.5, 6.1
3 Collaborate with clients and interdisciplinary teams to co-design goal-oriented care	Engaged	2.1, 2.4, 2.7, 2.8, 3.2
4 Demonstrate culturally responsive care that supports autonomy and social participation	Engaged	1.3, 2.2, 2.5, 6.1
5 Critically reflect on the ethical, emotional, and cultural dimensions of recovery-oriented practice	Ethical	1.2, 1.5, 2.3, 3.5
6 Synthesize and justify academic, professional, and digital communication choices to produce ethical, scholarly, and professionally accountable communication appropriate to the role and responsibilities of a graduate nurse	Ethical	1.4, 1.5, 1.6, 2.2, 2.6, 3.1, 3.3, 7.2, 7.3

* Competencies by Professional Body

CODE	COMPETENCY
NURSING AND MIDWIFERY BOARD OF AUSTRALIA	
1.1	The RN accesses, analyses, and uses the best available evidence, that includes research findings for safe quality practice

CODE	COMPETENCY
1.2	The RN develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice
1.3	The RN 1.3 respects all cultures and experiences, which includes responding to the role of family and community that underpin the health of Aboriginal and Torres Strait Islander peoples and people of other cultures
1.4	The RN complies with legislation, common law, policies, guidelines and other standards or requirements relevant to the context of practice when making decisions
1.5	The RN uses ethical frameworks when making decisions
1.6	The RN maintains accurate, comprehensive and timely documentation of assessments, planning, decision- making, actions and evaluations
2.1	The RN establishes, sustains and concludes relationships in a way that differentiates the boundaries between professional and personal relationships
2.2	The RN communicates effectively, and is respectful of a person's dignity, culture, values, beliefs and rights
2.3	The RN recognises that people are the experts in the experience of their life
2.4	The RN provides support and directs people to resources to optimise health related decisions
2.5	The RN advocates on behalf of people in a manner that respects the person's autonomy and legal capacity
2.6	The RN uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes
2.7	The RN actively fosters a culture of safety and learning that includes engaging with health professionals and others, to share knowledge and practice that supports person-centred care
2.8	The RN participates in and/or leads collaborative practice
3.1	The RN considers and responds in a timely manner to the health and well being of self and others in relation to the capability for practice
3.2	The RN provides the information and education required to enhance people's control over health
3.3	The RN uses a lifelong learning approach for continuing professional development of self and others
3.5	The RN seeks and responds to practice review and feedback
4.3	The RN works in partnership to determine factors that affect, or potentially affect, the health and well being of people and populations to determine priorities for action and/or for referral
6.1	The RN provides comprehensive safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people
7.1	The RN evaluates and monitors progress towards the expected goals and outcomes
7.2	The RN revises the plan based on the evaluation
7.3	The RN determines, documents and communicates further priorities, goals and outcomes with the relevant persons

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

NUR203 or NUR208 or NUR241 and enrolled in UB013, SC391, SC392

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Feedback from this early quiz will help you gauge your understanding of key concepts and guide your preparation for later assessments. The results will highlight areas of strength and areas needing improvement, supporting your learning and progress throughout the course.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	0%	30 minutes	Week 2	Online Test (Quiz)
All	2	Artefact - Creative, and Oral	Individual and Group	50%	5-7 minutes	Week 4	Online Assignment Submission with plagiarism check
All	3	Case Study	Individual	50%	1500 words	Week 9	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Online Quiz

GOAL:	The goal of this formative task is to assess your understanding of core concepts in reablement and recovery, providing early feedback to guide your learning in later tasks.		
PRODUCT:	Quiz/zes		
AUTHORSHIP STATEMENT:			
FORMAT:	You will complete an online quiz covering the core principles introduced in the first week of the course, including reablement, rehabilitation and recovery orientated care from admission to discharge.		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrates understanding of foundational reablement and recovery concepts	1 2
	2	Accurately identifies patient discharge and support needs	1
GENERIC SKILLS:	Problem solving, Information literacy		

All - Assessment Task 2: Recorded Group Presentation & Individual Reflection

GOAL:	The goal of this task is to develop collaborative skills in identifying patient discharge risks and support needs, and to critically reflect on your own role in teamwork.		
PRODUCT:	Artefact - Creative, and Oral		
AUTHORSHIP STATEMENT:			
FORMAT:	Working in small groups, you will be provided with a case scenario. Together, you will prepare a 5–7 minute recorded presentation that outlines the discharge and support needs for the patient, highlighting goal setting, reablement strategies and community supports. All group members must be visible on screen. After submitting the group recording, each student will also complete an individual reflection (500 words) on group dynamics, their contributions, and how this activity prepares them for Task 3. This task builds directly on Task 1 by applying your understanding of discharge principles in a group setting, while also preparing you for the individual case study in Task 3.		
CRITERIA:	No.		Learning Outcome assessed
	1	Accurate and collaborative identification of discharge risks and patient support needs	1 2
	2	Clear and professional group presentation	3
	3	Reflective insight into teamwork and self-development	4
	4	Applies principles and practices of academic writing and referencing	6
	5	Demonstrates ethical use of intellectual property	6
GENERIC SKILLS:	Communication, Collaboration, Problem solving		

All - Assessment Task 3: Written Piece

GOAL:	The goal of this task is to independently demonstrate your ability to apply reablement and recovery principles to support a patient in preparation for discharge through a critical case analysis.														
PRODUCT:	Case Study														
AUTHORSHIP STATEMENT:															
FORMAT:	You will be provided with a case study of a patient preparing for discharge. In a 1500-word written response, you will: - Identify and analyse the patient's goals and discharge needs. - Propose a reablement plan that integrates community supports and promotes recovery. - Critically evaluate the nurse's role in coordinating safe, person-centred discharge planning. - Draw on scholarly evidence to support your plan. This task builds on the skills from Task 1 (concepts) and Task 2 (applied collaboration). It demonstrates your independent ability to work with patients in applying reablement and recovery principles.														
CRITERIA:	<table> <tr> <th>No.</th><th>Learning Outcome assessed</th></tr> <tr> <td>1 Comprehensive analysis of discharge risks and patient support needs</td><td>1 2</td></tr> <tr> <td>2 Application of reablement and recovery principles to develop a safe and sustainable plan</td><td>2 3 4</td></tr> <tr> <td>3 Integration of evidence and community resources to support recommendations</td><td>3</td></tr> <tr> <td>4 Reflection of the nurse's role in supporting recovery and preventing readmission</td><td>5</td></tr> <tr> <td>5 Applies principles and practices of academic writing and referencing</td><td>6</td></tr> <tr> <td>6 Demonstrates ethical use of intellectual property</td><td>6</td></tr> </table>	No.	Learning Outcome assessed	1 Comprehensive analysis of discharge risks and patient support needs	1 2	2 Application of reablement and recovery principles to develop a safe and sustainable plan	2 3 4	3 Integration of evidence and community resources to support recommendations	3	4 Reflection of the nurse's role in supporting recovery and preventing readmission	5	5 Applies principles and practices of academic writing and referencing	6	6 Demonstrates ethical use of intellectual property	6
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4 Reflection of the nurse's role in supporting recovery and preventing readmission	5														
5 Applies principles and practices of academic writing and referencing	6														
6 Demonstrates ethical use of intellectual property	6														
GENERIC SKILLS:	Communication, Problem solving, Information literacy														

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
REGISTERED NURSE STANDARDS FOR PRACTICE - 1 JUNE 2016				
All delivery modes	Artefact - Creative, and Oral	Recorded Group Presentation & Individual Reflection	1.1	Taught, Assessed
			1.2	Taught, Assessed
			1.3	Taught, Assessed
			1.5	Assessed
			2.1	Taught, Assessed
			2.2	Taught, Assessed
			2.3	Assessed
			2.4	Assessed
			2.5	Taught, Assessed
			2.7	Assessed
			2.8	Assessed
			3.2	Assessed
			3.3	Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			3.5	Assessed
			4.3	Taught, Assessed
			6.1	Taught, Assessed
			7.1	Taught, Assessed
	Case Study	Written Piece	1.1	Taught, Assessed
			1.2	Taught, Assessed
			1.3	Taught, Assessed
			1.5	Assessed
			2.1	Taught, Practiced, Assessed
			2.2	Taught, Practiced, Assessed
			2.3	Assessed
			2.4	Taught, Assessed
			2.5	Taught, Assessed
			2.7	Taught, Assessed
			2.8	Taught, Assessed
			3.2	Taught, Assessed
			3.3	Taught, Assessed
			3.5	Taught, Assessed
			4.3	Taught, Assessed
			6.1	Taught, Assessed
			7.1	Taught, Assessed
	Quiz/zes	Online Quiz	1.1	Taught, Assessed
			1.2	Taught, Assessed
			1.3	Taught, Assessed
			2.1	Taught, Assessed
			2.2	Taught, Assessed
			2.4	Taught
			2.5	Taught, Assessed
			2.7	Taught, Assessed
			2.8	Taught
			3.2	Taught
			4.3	Taught, Assessed
			6.1	Taught, Assessed
			7.1	Taught, Assessed

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Vaughn et al.	0	The Specialty Practice of Rehabilitation Nursing	n/a	n/a

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying: The final mark is in the percentage range 47% to 49.4% The course is graded using the Standard Grading scale You have not failed an assessment task in the course due to academic misconduct.

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)