

MODULE SPECIFICATION FORM

Module Title: Attachment Theory	Level: 4	Credit Value: 20
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Module code: SOC403	Cost Centre: GAPE	JACS3 code: C821
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Trimester 1	With effect from: September 2014
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Office use only: To be completed by AQSU:	Date approved: September 2014
	Date revised: -
	Version no: 1

Existing/New:	Title of module being replaced (if any):
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Originating Academic Department: Education	Module Leader: Jackie Raven
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Module duration (total hours): 200 Scheduled learning & teaching hours: 110 Independent study hours: 90 Placement hours: 0	Status: core/option/elective CORE (identify programme where appropriate):
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Programme(s) in which to be offered: FdA Therapeutic Child Care	Pre-requisites per programme (between levels):
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<p>Module Aims:</p> <p>To acquaint students with current explanations of attachment theory in relation to the complex and diverse needs of children with a history of trauma</p>

Intended Learning Outcomes:

At the end of this module, students will be able to ...

1. Evaluate factors influencing the development of attachment (KS1, KS6)
2. Recognise the significance of the internal working model (IWM) in human development (KS1,KS3,KS4,KS6)
3. Identify and understand categories of attachment (KS1,KS3,KS4,KS6)
4. Demonstrate understanding of theories of attachment in relation to children who have experienced trauma, separation and loss (KS1,KS2,KS5)

Key skills for employability

1. Written, oral and media communication skills
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal and professional development, self management)
10. Numeracy

Assessment:

A 4,000 word workbook including 5 questions with a 600 word equivalent word count. The final section of the workbook requires the student to reflect and discuss how attachment theory informs their work with children and this has a 1,000 word count.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count
1	1,2,3,4	Essay	100%	N/A	4,000 words

Learning and Teaching Strategies:

The module will be taught through a blended learning approach of face to face classroom sessions and e learning. Tutors will engage with students through the medium of the VLE. Additional support will be accessed through group or individual tutorials

Syllabus outline:

Central themes and core concepts of attachment theory
Attachment formation: arousal and relaxation cycle, the secure base,
The internal working model and 'good enough' parenting
The Strange Situation and attachment styles
Cultural context of attachment theory
Promoting positive and regulated experiences
Separation, grief and loss

Bibliography:Essential reading:

Cairns, K. (2002), *Attachment Trauma and Resilience: Therapeutic Caring for Children*. London: BAAF.
Daniel, B., Wassell, S. and Gilligan, R. (2010), *Child Development for Child Care and Protection Workers*. Second Edition. London: Jessica Kingsley.
Fahlberg, V. (2012), *A Child's Journey Through Placement*. London: BAAF .
Taylor, C. (2010), *Caring for Children and Teenagers with Attachment Difficulties*. London: Jessica Kingsley.

Other indicative reading:

Howe, D. (2005), *Child Abuse and Neglect: Attachment Development and Intervention*. Basingstoke: Palgrave MacMillan.
Pughe, B. and Philpot, T. (2007), *Living Alongside a Child's Recovery: Therapeutic Parenting with Traumatised Children*. London: Jessica Kingsley Publishers.
Schofield, G. and Beek, M. (2006), *Attachment Handbook for Foster Care and Adoption*. London: BAAF

Online Resources:

Developmental Psychology . 2009. *The Strange Situation – Mary Ainsworth*. [Online]. [6 August 2014]. Available from: <https://www.youtube.com/watch?v=QTsewNrHUUH>

Lifespan Learning. 2009. *John Bowlby Attachment and Loss*. [Online]. [6 August 2014]. Available from: <https://www.youtube.com/watch?v=VAAMsqv2GV8>