

MODULE SPECIFICATION PROFORMA

Module Title:	Attachment and Crime	Level:	4	Credit Value:	20
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Module code:	SOC468	Is this a new module?	Yes	Code of module being replaced:	
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Cost Centre:	GACJ	JACS3 code:	X220
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Trimester(s) in which to be offered:	2	With effect from:	September 2017
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School:	Social and Life Sciences	Module Leader:	Dr Viv Dacre
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Scheduled learning and teaching hours	36 hrs
Guided independent study	164hrs
Placement	0hrs
Module duration (total hours)	200hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Criminology and Criminal Justice	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval December 16

APSC approval of modification *Enter date of approval*

Version 1

Have any derogations received SQC approval?

Yes No

Module Aims

This module applies attachment theory to understand problematic developmental prospects within forensic populations. The focus on attachment theory presents an approach that seeks to understand the influence of relationships on personality and social development. The module interrogates attachment theory research approaches that investigate adverse experiences most likely to lead to poor social functioning and criminal behaviour.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

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

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Demonstrate understanding of theories of attachment as they relate to human relationships and social development.	KS4	
		KS5	
		KS6	
2	Demonstrate understanding of attachment theory to explain relationship difficulties in later life. Including attachment anxiety, cognitive distortions and the role of empathy.	KS1	
3	Explain and evaluate how theoretically based intensive intervention might positively impact a negative developmental trajectory.	KS1	
		KS6	
4	Appraise ethical considerations relevant to understanding and resolving value dilemmas and conflicts in the practice context.	KS5	
		KS9	

Transferable skills and other attributes

Research Skills
 Writing Skills

Assessment:

A case study with specific questions. Students are asked to provide short answers that demonstrate understanding related to the module learning outcomes as they apply to the case study.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Case Study	100%		2,500

Learning and Teaching Strategies:

The module will use a variety of teaching and learning strategies, including lectures, seminars and discussion, the use of Moodle, presentations, group work.

Syllabus outline:

Attachment Theory – Core Concepts

- Attachment terminology
- Characteristics of the attachment relationship
- Patterns of attachment - Theory of mind
- Adaptation, mental representations, fragmented representations
- Metabolisation, empathy, developmental roots of violence

Attachment Theory – conceptualising offending behaviour

- Attachment anxiety and cognitive distortion
- Adult attachment styles: intimacy avoidance

Applied attachment – Conceptualising intervention

- Links between childhood trauma and violent offending
- Attachment informed models and strength-based perspectives

Adult self-care

- Managing complex feelings
- Coping strategies
- Reflective practice

Bibliography:

Essential reading

- Howe, D. (2011), *Attachment Across the Lifecourse: A brief introduction*. London: Palgrave Macmillan.
- Mikulincer, M., and Shaver, P. R. (2007), *Attachment in Adulthood: Structure, dynamics, and change*. New York: Guilford Press.

Other indicative reading

Please see reference to specific chapters

- Ansbro, M. (2008), Using attachment theory with offenders. *The Journal of Community and Criminal Justice*, Vol. 55, pp. 231–244.
- Crawford, T.N., Shaver, P.R., Cohen, P., Pilkonis, P.A., Gillath, O., and Kasen, S. (2006), Self- reported attachment, interpersonal aggression, and personality disorder in a prospective community sample of adolescents and adults. *Journal of Personality Disorders*, Vol. 20, pp. 331–351.
- Hansen, A. L., Waage, L., Eid, J., Johnsen, B. H., and Hart, S. (2011), The relationship between attachment, personality and antisocial tendencies in a prison sample: A pilot study. *Scandinavian Journal of Psychology*, Vol. 52, pp. 268–276.
- Levinson, A., & Fonagy, I. (2004), Offending and Attachment: The relationship between interpersonal awareness and offending in a prison population with psychiatric disorder. *Canadian Journal of Psychoanalysis*, Vol.12, pp. 225-251.
- Lyn, T. S., & Burton, D. L. (2004), Adult Attachment and Sexual Offender Status. *American Journal of Orthopsychiatry*, 74, 150-159.
- Wood, E., & Riggs, S. (2009), Adult attachment, cognitive distortions, and views of self, others, and the future among child molesters. *Sexual Abuse: A Journal of Research and Treatment*, Vol.21, pp. 375-390.