

Module specification

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Module Code	SOC480
Module Title	Attachment, Trauma and Crime
Level	4
Credit value	20
Faculty	FSLS
HECoS Code	100484
Cost Code	GACJ
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BA (Hons) Criminology and Criminal Justice	Optional
BSc Criminal Psychology	Optional

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	36 hrs
Placement hours	0 hrs
Guided independent study hours	164 hrs
Module duration (Total hours)	200 hrs

Module aims

To acquaint students with current explanations of attachment theory in relation to complex and diverse needs of individuals and groups. To this end the module interrogates attachment theory research approaches that investigate adverse experiences most likely to lead to poor social functioning and criminal behaviour. It aims therefore to apply emerging research focusing on trauma informed interventions that promote resilience and well-being.

Module Learning Outcomes

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

1	Demonstrate understanding of theories of attachment as they relate to human relationships.
2	Demonstrate understanding of attachment theory to explain relationship difficulties. Including attachment anxiety, cognitive distortions and the role of empathy.
3	Understand and describe trauma sensitive interventions to support felt safety and the building of trust.
4	Explain and evaluate how theoretically based intervention might positively impact a negative developmental trajectory.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: A case study explored through a podcast-style presentation. Students are asked to deliver a recorded segment in a group that demonstrates understanding related to the module learning outcomes as they apply to the case study.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration / Word Count	Weighting (%)	Alternative assessment, if applicable
1	1 - 4	Presentation	15 minutes	100%	Individual Presentation, 10 minutes

Derogations

None.

Learning and Teaching Strategies

The learning and teaching strategy is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active, and include synchronous and a-synchronous elements. Face to face classroom teaching will be supplemented by online lectures wherein students will be expected to complete activities such as watching panopto videos; undertake Other Indicative Reading; complete quizzes and exercises; and post comment for a-synchronous debate. These activities will be the subject of

formative feedback by the module tutor. Added to this, will be access to staff who provide presence, challenge and support for student learning and can relate learning to real world uses.

Welsh Elements

This module supports Welsh language use in line with programme specifications. Students are able to access forms and certain resources in Welsh and may present their work in Welsh where appropriate.

Indicative Syllabus Outline

- Introduction: a developmental pathway model of attachment theory.
- Attachment theory and juvenile offending.
- Attachment theory and adult offending.
- Attachment formation and the secure base concept.
- The internal working model and affect regulation.
- Trauma and traumatic attachment, physiological responses to trauma, language and victim-blaming.
- Patterns of attachment behaviour and adaptive responses.
- Psychological coercion and adaptive behaviour.
- Attachment informed intervention; strength-based perspectives.
- Adult self-care, managing complex feelings, coping strategies, reflective practice.

Indicative Bibliography

Essential Reads:

Howe, D. (2011), *Attachment across the life course: A brief introduction*. London: Palgrave Macmillan.

Treisman, K. (2017), *Working with relational and developmental trauma in children and adolescents*, Oxon: Routledge

Other indicative reading:

Bellis, M., Hughes, K., Ford, K. et al. (2018), Adverse childhood experiences and sources of childhood resilience: A retrospective study of their combined relationships with child health and educational attendance. *BMC Public Health*, 18(792).

Eagleman, D. (2016), *The brain: The story of you*. London: Canongate.

Mikulincer, M., Shaver, P.R. (2016), *Attachment in adulthood; structure, dynamics and change*. New York: Guilford Press

Skuse, T. Matthew, J. (2015), The trauma recovery model: Sequencing youth justice interventions for young people with complex needs. *Prison Service Journal*. Vol. 220, pp. 16- 25.

Administrative Information

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Initial approval date	May 2021
With effect from date	September 2021
Date and details of revision	April 2026: AM2 modification to revise the assessment strategy from two components to a single portfolio assessment.
Version number	02

