

Module specification

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Module Code	PSYON703
Module Title	The Psychology of Criminal Conduct
Level	7
Credit value	15
Faculty	Faculty of Social and Life Sciences
HECoS Code	100497
Cost Code	GAPS

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MSc Forensic Psychology	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	15 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	15 hrs
Placement / work based learning	0 hrs
Guided independent study	135 hrs
Module duration (total hours)	150 hrs

For office use only	
Initial approval date	18.5.2021
With effect from date	September 2021
Date and details of revision	January 2024 – updated assessment strategy



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Version number	2

Module aims

To develop an advanced understanding of the contribution psychology can make to understanding and addressing particular forms of criminal behaviour and the efficacy of forensic approaches to managing those behaviours.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Demonstrate in depth knowledge of psychological models for understanding and responding to general offending behaviour.
2	Demonstrate in depth knowledge of psychological models for understanding and responding to sexual and violent offending.
3	Critically assess the efficacy of interventions that seek to prevent reoffending.

Assessment

Indicative Assessment Tasks:

1. Case Study (1500 words) Students to identify a known violent or sexual offender, provide psychological insight into how the offence came to be perpetrated and apply one model for understanding the offence to the case.
2. Essay (1500 words) exploring the efficacy of interventions that seek to prevent reoffending

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2	Written Assignment	50
2	3	Written Assignment	50

Derogations

None

Learning and Teaching Strategies

The overall learning and teaching strategy will include a series of lectures with accompanying media devices. There will be a mix of supporting notes/along with directed study for students to complete as they work through the material and undertake the assessment tasks. The use of a range digital tools within the virtual learning environment together with additional sources of reading will also be utilised to promote breadth and depth of learning.



Indicative Syllabus Outline

- Correlates of offending behaviour
- Cognitive Behaviour theory and models
- The general offending behaviour cycle
- Anger and the violent offending cycle
- Domestic violence and abuse
- The psychology of sexual offending
- Sexual offending cycle
- What works with offenders
- Desistence
- Offending behaviour interventions

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Ireland, J.L., Ireland, C.A., & Birch, P. (2018) *Violent and Sexual Offenders: Assessment, Treatment and Management*. London: Routledge

Other indicative reading

Bush, J (1999) 'Teaching self-risk management to violent offenders' in J. McGuire (ed) *What Works: Reducing Reoffending Guidelines from Research and Practice*. Chichester: Wiley pp139-154

Canter, D. (2017). *Criminal Psychology*. London: Routledge

Cortini, F., Beech, A. R., & Craig, L. A. (2017). 'Sexual offenders'. In, K. D. Browne, A. R. Beech., L. A. Craig., & Chou, S. (Eds.), *Assessment in Forensic Practice: A Handbook*. Chichester: Wiley.

Craig, L. A., Beech, A. R., & Cortoni, F. (2013). 'What works in assessing risk in sexual and violent offenders'. In L.A. Craig., L. Dixon., and T. A. Gannon (eds.), *What Works in Offender Rehabilitation: An Evidence Based Approach to Assessment and Treatment*. Chichester: Wiley-Blackwell.

Davies, G and Beech, A (2017) *Forensic Psychology: Crime, Justice, Law and Interventions*. Chichester: British Psychological Society and John Wiley and Sons

De-Haan, W and Vos, J (2003) 'A crying shame- The over-rationalised conception of man in the rational choice perspective'. *Theoretical Criminology* 7(1) pp29-54

Harris, D.A., Mazerolle, P. and Knight, R.A., (2009) 'Understanding male sexual offending: A comparison of general and specialist theories'. *Criminal Justice and Behavior*, 36(10), pp.1051-1069.

Haylsett-McCall, K and Bernard, T (2002) 'Attachment, masculinity and self-control: A theory of male crime rates'. *Theoretical Criminology* 6(1) pp 5-33

Madoc-Jones, I (2006). 'A Working model for cognitive behavioural practice'. *Practice: A Journal of the British Association of Social Workers*. Volume 18 No 1 pp 31-46.

Marshall, W and Marshall, L (2000) 'The origins of sexual offending'. *Trauma Violence. Abuse* 1(3) pp.250-263.

Indicative journals

Legal and Criminological Psychology

Psychiatry, Psychology and Law

Criminal Justice and Behaviour

Journal of Criminal Psychology

Employability – The Wrexham University Skills Framework

Each module and programme are designed to cover core Graduate attributes with the aim that each Graduate will leave Wrexham University having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Enterprising
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication