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Preface

Over the past several years, likely spawned by interest in our second-year Forensic Psychology course and popular television shows on criminal behaviour, enrollment in our Criminal Behaviour courses has been consistently high. As we prepare each year for teaching, the same question arises among the faculty: which text should we use? It seemed we had all used different texts for different reasons, but with similar results. Student response was modest at best. Complaints were that the texts were too dense, too American, too expensive, or too British. We even tried a course pack of some of our favourite selected readings, believing this compromise would be successful. Perhaps we were simply delaying the inevitable, because students’ comments were equally critical of the course pack. They rightly noted it wasn’t a textbook and lacked all the requisite bells and whistles such as a glossary and sample quizzes, and it certainly wasn’t inexpensive. This collective experience led to the realization that a new textbook was needed, and that this textbook should highlight the many contributions made by Canadian researchers.

We owe a significant debt of gratitude to numerous Canadian researchers, many of whom we have highlighted in this text. Based on their collective contributions, Canadian corrections research and practice continues to be at the forefront in North America and abroad. Canadian theory and research is prominently represented in risk and needs assessment, correctional rehabilitation programs, and evaluation strategies throughout the world. We feel it is important that students understand this legacy and that they appreciate the contribution Canadian researchers have made. This textbook also highlights subgroups of offenders, such as Aboriginal and female offenders, for whom specific research is emerging. Also, the importance of a more integrated model of criminal behaviour that considers biology, as well as the person and situation interaction, is emphasized. In this new Second Edition we have included two new chapters devoted exclusively to psychopathic offenders and substance abusing offenders. We have also enhanced the consistency between chapters and have attempted to make the material more accessible to a wider audience. This was no small task with six authors—each with our own style, inclinations, and varying degrees of stubbornness! It is our hope that this textbook intrigues and engages a new generation of corrections researchers and practitioners. Certainly, relentless media coverage, political and ideological debates, fiscal challenges in corrections, and continued public concern regarding safety make this an exciting time in corrections research.

As a group we mused and reflected on the needs of our students and what a new textbook might look like. For instance, of the 1500 or so students that take our Criminal Behaviour course at Carleton each year, very few continue their studies at the graduate level. Also, our students are an interdisciplinary mix of psychology, criminology, sociology, and law students, many of whom aspire to careers in the areas of policing, corrections, probation and parole, and nongovernment organizations such as the John Howard Society and Elizabeth Fry Society. Many of us recruit guest lecturers—often the most popular class is one by senior corrections officials describing work in corrections and how to get a
summer job (usually there is a mob scene at the end of class as students clamour for a business card). These experiences meant that our textbook needed to meet a range of needs and interests for our students. It had to highlight Canadian research, both influential and contemporary; it had to link research to practice; and it had to be accessible. We hope that we have achieved these goals with this textbook.

**DISTINGUISHING FEATURES**

Although the textbook has been written by six different authors, a common outline has been utilized. Key pedagogical aids have been incorporated to promote student learning and to assist instructors in presenting important material. Key features include the following:

- **Chapter objectives.** Each chapter starts with a list of learning objectives to guide students’ learning of the material and closes with a summary linked to the learning objectives.

- **Vignettes.** Case studies or vignettes are presented at the beginning of each chapter to provide a context for the key concepts reflected in the chapter. These vignettes are based on real-world cases and scenarios to help students make the link from research to practice.

- **Key terms and Glossary.** Key terms are highlighted in bold type throughout each chapter and definitions are provided in the Glossary at the end of the textbook for easy reference.

- **Evidence-based practice.** A major focus of the text is the use of empirical research to support key theories and practice. Data reported in original studies are often presented in graph or table form and is cited throughout the textbook.

- **Profiles of Canadian researchers.** Canadian researchers are among the best in the world and their contributions have been innumerable. Each chapter provides a profile of a key Canadian researcher whose work is relevant to the chapter. These profiles also highlight information such as educational background, research interests, and some aspects of their personal lives.

- **Boxes.** Boxed features within the chapters provide interesting asides to the main text. These boxes help develop student appreciation for current techniques and issues.

- **Discussion questions.** Several discussion questions are provided at the end of each chapter. Instructors can assign these for group discussion in class, or students can consider them in order to examine their understanding of the chapter material.

- **Linking research to practice.** A dedicated chapter demonstrates how empirical research and theory are linked to contemporary correctional practice. This should be of interest to students who plan on pursuing careers in the fields of corrections and criminal justice.
SUPPLEMENTS

The following supplements specific to this text can be downloaded by instructors from a password-protected location of Pearson Canada's online catalogue (http://vig.pearsoned.ca). Contact your local sales representative for further information.

- **Instructor's Manual.** The Instructor's Manual is a comprehensive resource that provides chapter outlines, class activities, and summaries of key concepts. We hope our colleagues will use the textbook and Instructor's Manual as a foundation that they can build on in the classroom.

- **Test Item File.** This test bank, offered in Microsoft Word format, contains multiple-choice, true/false, short-answer, and essay questions. Each question is classified according to difficulty level and is keyed to the appropriate page number in the text.

- **PowerPoint Presentations.** PowerPoint slides highlight the key concepts in each chapter of the text.
Acknowledgments

This book would never have come to fruition without assistance from many people. In particular, we would never have been able to complete such a text without the mentoring of outstanding forensic and correctional researchers.

We would like to acknowledge that the forensic program at Carleton University, of which we are part, would not exist without Don Andrews. He was an exceptional and generous colleague whose work will continue to guide the field for decades. His infectious giggle is never far from our hearts. Robert Hoge has also been a long-time supportive colleague and an important advocate for attending to the issue of juvenile crime in Canada. We would also like to thank Ralph Serin for graciously passing the reigns over to his dear friend and colleague, Shelley Brown who guided the second edition of this book.

We are thankful to the exceptional researchers we profiled in this textbook for giving us permission to give students a glimpse into their lives, and for offering us great insight by reviewing content we provided: Don Andrews, Kelley Blanchette, Shelley Trevethan, Zoe Hilton, Paul Gendreau, Sheilagh Hodgins, Martin Lalumière, Michael Seto, Tracey Skilling, Mark Olver, Stephen Wong, Debra Pepler, and John Weekes. All have made significant contributions to understanding criminal behaviour.

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Finally, we would like to thank our many undergraduate and graduate students. The undergraduates prompted us to undertake this challenge and we feel our program will be stronger because of their wish for a real Canadian criminal behaviour textbook. Our graduate students continue to encourage us with their thoughtful discussions regarding the contents of this textbook and challenge us to look forward to the next frontiers of a psychological perspective on criminal behaviour.

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