

SECOND CANADIAN EDITION

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# PSYCHOLOGY OF CRIMINAL BEHAVIOUR

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## **A Canadian Perspective**

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10 9 8 7 6 5 4 3 2 1 VORY

#### Library and Archives Canada Cataloguing in Publication

Brown, Shelley L., 1969-, author

Psychology of criminal behaviour: a Canadian perspective / Shelley Brown, Ph.D. (Carleton University), Ralph Serin, Ph.D., C. Psych. (Carleton University), Adelle Forth, Ph.D. (Carleton University), Kevin Nunes, Ph.D. (Carleton University), Craig Bennell, Ph.D. (Carleton University), Joanna Pozzulo, Ph.D. (Carleton University). — Second edition.

Revision of: Psychology of criminal behaviour : a Canadian perspective/Ralph Serin ... [et al.]. — 1st ed. — Toronto: Pearson Canada, [2010], ©2011.

Includes bibliographical references and index.

ISBN 978-0-13-298005-0 (paperback)

1. Criminal psychology—Textbooks. 2. Criminal psychology—Canada—Textbooks.  
I. Serin, Ralph C. (Ralph Charles), 1953-, author II. Forth, Adelle Elizabeth, 1961-, author  
III. Nunes, Kevin L., author IV. Bennell, Craig, author V. Pozzulo, Joanna, author VI. Title.

HV6080.B76 2016

364.3

C2015-907770-2

ISBN 978-0-13-298005-0

**PEARSON**

# Contents

Preface xi

Acknowledgments xv

## 1 Crime in Canada 1

Typical Offender Profile 1

Sensational Case Profile 1

Learning Objectives 2

Context 3

The Influence of the Media 3

**Media Spotlight:** *Inmates Eat Better than Seniors?* 4

Definitions 5

What Is Crime? 5

Why Do We Care? 6

Federal and Provincial Corrections 7

Career Profiles 9

Correctional Officer 9

Parole Officer 10

Probation Officer 10

Psychologist 11

Professor 11

A Career in Corrections 12

**Theories of Criminal Conduct 14**

What Is Correctional Psychology? 14

**Crime Trends 16**

Crime Severity Index 16

Crime Victimization 19

Public Perceptions of the Criminal Justice System 20

Variation in Crime by Source 22

Length of Sentences 23

Variations Across Provinces 23

International Context 23

**Hot Topics:** *Statistical Information for Understanding Research* 25

**Methodology 27**

Determinants of Crime 27

Correlates, Risk Factors, and Causal Factors 27

**Factors Associated with Criminal Conduct 27**

Linking the Research to the Case Studies 30

**Future Directions 31**

Summary 32

**2 Theories of Crime: Biological and Evolutionary Explanations 33**

Learning Objectives 33

Introduction 34

Context 34

Definitions 35

Why do we Care? 35

What Makes a Strong Theory? 35

**Methodology 36**

How Is Biology-Focused Research Conducted? 36

**Biological Theories of Crime 36**

Genetics and Crime—Twins, Adoption, and Molecular Genetics 36

Neurochemistry and Crime—Hormones and Neurotransmitters 39

**Media Spotlight:** *Should “Bad Genes” Excuse Violent Crime?* 41

**Theory in the Real World:** *Should Premenstrual Syndrome (PMS) Be Considered a Valid Legal*

*Defence?* 42

The Brain and Crime—Neuroimaging and Neuropsychology 44

Other Biological Considerations—

Pregnancy, Birth Complications, Toxins, and Diet 46

**Evolutionary Theories of Crime 47**

Evolution 101: Natural Selection,

Adaptation, and Beyond 48

**Hot Topics: Top Three Criticisms and Misconceptions—Evolutionary Psychology Takes the Stand** 50  
**Methodology** 51  
How Is Evolutionary Research Conducted? 51  
Evolution and Crime: What Do We Know? 51  
Life History Theory and Antisocial Behaviour 52  
Psychopathy 52  
**Box 2.1: Canadian Researcher Profile Dr. Martin Lalumière** 53  
**Theory in the Real World: What Do a Psychopath and “Sneaker” Salmon Have in Common?** 55  
Homicide 56  
Female-Perpetrated Crime 58  
**Future Directions** 59  
Summary 60

### **3 Theories of Crime: Learning and Environment** 62

**Learning Objectives** 62  
**Introduction** 63  
**Context** 63  
**Definitions** 64  
**Why Do We Care?** 65  
**Methodology** 65  
**Psychodynamic Theories** 66  
Basic Psychodynamic Principles: The Id, Ego, and Superego 66  
Psychodynamic Theories of Crime 68  
**Theory in the Real World: David, an Example of a Neurotic Criminal** 69  
**Learning Theories and Crime** 76  
Classical Conditioning 76  
**Theory in the Real World: Forms of Aversive Conditioning in the Treatment of Sex Offenders** 78  
Operant Conditioning 80  
Social Learning Theories and Crime 82  
**In the Media: The Impact of Video Game Violence on Antisocial Behaviour** 86  
**Hot Topics: Youth Gangs in Canada** 89

**Box 3.1: Canadian Researcher Profile Dr. Don Andrews** 90  
**Future Directions** 93  
Summary 93

### **4 Canadian Corrections in Practice** 96

**Learning Objectives** 96  
**Introduction** 97  
**Context** 98  
**Why Do We Care?** 98  
**What Happens When Someone Goes to Prison?** 98  
**Media Spotlight: Sensational Cases, Media, and Reality** 99  
**Assessment Approaches and Effectiveness** 100  
Risk Assessment 100  
General Recidivism Prediction 102  
Common Risk Instruments 102  
Key Decision Points Using Risk Assessment 102  
Assessment Domains in Offender Classification 104  
Impact of Offender Classification 104  
**Box 4.1: You Be the Assessor** 105  
Community Supervision and Dynamic Risk 107  
**Using the Law to Change Criminal Behaviour** 107  
Purposes of Sentencing 108  
Deterrence 108  
**Using Correctional Psychology to Change Criminal Behaviour** 112  
Model for Offender Change 112  
**Hot Topics: What Exactly Is Crime Desistance?** 114  
Restorative Justice 115  
Does Restorative Justice Work? 117  
Offender Rehabilitation 119  
What Does an Effective Program Look Like? 120  
Describing a Correctional Program 122  
**Box 4.2: You Be the Therapist** 123  
Sample Program Content 124

Program Evaluation and Accreditation 126  
Program Effectiveness 127  
Core Correctional Practice 128  
**Box 4.3: Canadian Researcher Profile**  
*Dr. Paul Gendreau* 129  
**Future Directions** 130  
Summary 131

**5 Adolescent Offenders 132**  
**Learning Objectives** 132  
**Introduction** 133  
**Media Spotlight: When a Child Kills a Child** 133  
**Context** 134  
The History of Youth Justice in Canada 134  
**Why Do We Care?** 136  
Youth Crime Rates- 136  
Youth Sentences 137  
Impact on Canadians 139  
**Definitions** 139  
**Methodology** 140  
**Theories of Adolescent Offending** 141  
Biological Theories 141  
Cognitive Theories 142  
Social Theories 142  
**Factors Associated with Criminal Conduct Among Adolescent Offenders** 143  
What Do Canadian Youth Report? 146  
**Protective Factors** 147  
**Box 5.1: You Be the Assessor** 149  
**Box 5.2: Canadian Researcher Profile**  
*Dr. Tracey Skilling* 150  
**Assessment Approaches and Effectiveness** 151  
Assessing the Under-12-Year-Old 151  
Rates of Behaviour Disorders in Children 153  
Assessing the Adolescent 153  
Risk Assessment Tools Used with Adolescent Offenders in Canada 154  
**Treatment Approaches and Effectiveness** 156

Primary Intervention Strategies 156  
Secondary Intervention Strategies 159  
Tertiary Intervention Strategies 161  
**Box 5.3: You Be the Therapist** 161  
**Guiding Principles and Recommendations for Reducing Antisocial Behaviour** 162  
**Future Directions** 162  
**Hot Topics: Sexting Teen Found Guilty of Child Pornography** 162  
Summary 163

**6 Economically Motivated Offenders 165**  
**Learning Objectives** 165  
**Introduction** 165  
**Context** 166  
**Definitions** 166  
**Why Do We Care?** 166  
**Methodology** 167  
**Categories of Economically Motivated Crime** 167  
White-Collar Crime 167  
**Media Spotlight: Former Senator Mike Duffy Goes to Court** 168  
Theft 170  
Property Crime 171  
Fraud 171  
Cybercrime 173  
**Box 6.1: Canadian Researcher Profile**  
*Dr. Debra Pepler* 175  
Prostitution 176  
**Hot Topics: Young Female Pimps, Pimping Even Younger Victims** 178  
Organized Crime 178  
Organized Crime and the Sex Trade 180  
Organized Crime and the Drug Trade 183  
Organized Crime and Fraud 183  
Group Types in Organized Crime and Street Gangs 184  
**Theories of Economically-Motivated Crime** 186  
Explaining Property and Theft 187  
Explaining Fraud 187  
Explaining Cybercrime 188  
Explaining Prostitution 188

Explaining the Drug Trade 188  
 Explaining Gangs 188  
**Factors Associated with Criminal Conduct Among Economically-Motivated Offenders 189**  
 Property Crime 189  
 Fraud and White-Collar Crime 189  
 Cybercrime 189  
 Prostitution 189  
 Drug Trade 190  
 Gangs 190  
**Assessment Approaches and Effectiveness 190**  
 Property Crimes and Fraud 190  
 Cybercrime 191  
 Prostitution 191  
 Drug Trade 191  
 Gangs 191  
**Box 6.2: You Be the Assessor 192**  
**Treatment Approaches and Effectiveness 192**  
 White-Collar Crime Legislation 192  
 Property Crime Interventions 193  
 Fraud Interventions 193  
 Cybercrime Interventions 194  
 Prostitution Interventions 194  
**Box 6.3: You Be the Therapist 195**  
 Drug Trade Interventions 195  
 Gang Interventions 196  
**Future Directions 196**  
 Summary 197

## 7 Substance Abusing Offenders 199

Learning Objectives 199  
 Introduction 200  
 Context 200  
 Definitions 201  
**Media Spotlight: When Marijuana Use Is Legal 202**  
**Why Do We Care? 205**  
**Methodology 206**  
**Theories of Substance Abuse 206**  
 The Brain and Addictions—The Disease Model 206

The Social Learning or “Choice” Model 208  
 The Self-Medication Model 208  
**Theories Explaining the Substance Abuse/Crime Link 209**  
**Box 7.1: You Be the Assessor 210**  
**Factors Associated with Crime Among Substance Abusing Individuals 211**  
 Type of Drug by Type of Crime: An Interaction Effect? 211  
 Presence of Additional Risk Factors 212  
 Protective Factors 213  
**Assessment Approaches and Effectiveness 213**  
**Box 7.2: Canadian Researcher Profile Dr. John Weekes 214**  
**Treatment Approaches and Effectiveness 216**  
 Legislation 216  
 Drug Treatment Courts 216  
**Hot Topics: Do Drug Treatment Courts Work? 217**  
 A Typical Corrections-Based Substance Abuse Treatment Program 218  
**Box 7.3: You Be the Therapist 220**  
 Large-Scale Evaluations of Prison-Based Substance Abuse Programs 221  
 Substance Abusing Programming within Correctional Service Canada (CSC) 221  
**Future Directions 222**  
 Summary 223

## 8 Violent Offending: General Violence and Homicide 225

Steven: A Persistently Violent Offender 225  
 Learning Objectives 225  
 Introduction 225  
 Context 226  
 Definitions 226  
 Reactive versus Instrumental Violence 226  
 Homicide 226  
 Terrorism 227  
**Media Spotlight: Robert Pickton 228**  
 Hate Crimes 230

<b>Why Do We Care?</b>	230
Scope of Violence	230
Offence Characteristics	230
Impact on Victims	231
<b>Theories of Violent Offending</b>	231
Social Learning Theory	231
General Aggression Model	232
Evolutionary Psychological Perspective	233
<b>Methodology</b>	234
<b>Factors Associated with Violence</b>	235
<b>Assessment Approaches and Effectiveness</b>	238
Recidivism Rates	238
<b>Box 8.1: Canadian Researcher Profile</b>	
Dr. Mark Olver	239
Approaches	240
Instruments	241
<b>Box 8.2: You Be the Assessor</b>	245
Accuracy	246
<b>Treatment Approaches and Effectiveness</b>	247
<b>Hot Topics: Correctional Service Canada (CSC) Correctional Programs for Violent Offenders</b>	247
Effectiveness	249
<b>Box 8.3: You Be the Therapist</b>	254
<b>Future Directions</b>	255
Summary	255

<b>9 Intimate Partner Violence</b>	256
Learning Objectives	256
Introduction	257
Context	257
Definitions	258
<b>Why Do We Care?</b>	258
Prevalence and Nature of Intimate Partner Violence	258
<b>Hot Topics: How to Measure Intimate Partner Violence: The Conflict Tactics Scale</b>	260
<b>Media Spotlight: Should Cultural Background Be an Excuse for IPV?</b>	264
Male Victims of Intimate Violence	264
<b>Consequences of Intimate Partner Violence</b>	265
Typologies of Female Victims	266

Triggers for Violence	268
Victims' Response to Abuse	268
<b>Methodology</b>	270
Studying Intimate Violence in the Lab	270
<b>Theories of Intimate Violence</b>	270
<b>Factors Associated with Intimate Partner Violence</b>	272
<b>Hot Topics: Overlapping Violence: Child Abuse and Intimate Partner Violence</b>	273
<b>Assessment Approaches and Effectiveness</b>	274
<b>Box 9.1: Canadian Researcher Profile</b>	
Dr. Zoe Hilton	275
<b>Treatment Approaches and Effectiveness</b>	278
Treatment: Which Treatment for Whom?	279
<b>Box 9.2: You Be the Therapist</b>	281
<b>Future Directions</b>	282
Summary	283

<b>10 Mentally Disordered Offenders</b>	285
Learning Objectives	285
Introduction	286
Context	286
Definitions	287
Mental Disorders and the Diagnostic and Statistical Manual (DSM)	287
Unfit to Stand Trial (UFST)	290
Not Criminally Responsible on Account of Mental Disorder (NCRMD)	291
<b>Why Do We Care?</b>	291
The Effects of Deinstitutionalization on the Prison Population	291
<b>Media Spotlight: How Should Mentally Disordered Offenders Be Treated?</b>	292
Mental Disorder and Stigma	292
Prevalence of Mental Disorders among Offenders	297
Prevalence of Personality Disorders	301
<b>Box 10.1: Canadian Researcher Profile</b>	
Dr. Sheilagh Hodgins	302
<b>Methodology</b>	304
<b>Theories Linking Mental Disorder and Crime</b>	306

Symptoms of Mental Disorder that Increase Risk of Violence 306

**Factors Associated with Criminal Conduct Among Mentally Disordered Offenders 308**

Mental Disorder: Associations with Crime, Violence, and Recidivism 308

Protective Factors 309

**Assessment Approaches and Effectiveness 309**

Assessment of Mental Health Indicators 309

Assessment of Risk of Suicide 311

Assessment of Risk of Future Criminal and Violent Behaviour 312

**Box 10.2: You Be the Assessor 314**

**Treatment Approaches and Effectiveness 314**

Diversion 314

Intervention 315

**Box 10.3: You Be the Therapist 316**

**Hot Topics: Effective Treatment for MDOs 317**

**Future Directions 317**

Summary 317

## **11 Psychopathic Offenders 319**

**Learning Objectives 319**

**Introduction 320**

**Context 320**

**Definitions 321**

DSM: Changing Conceptualizations of Psychopathy 322

**Media Spotlight: Psychopaths: What the Media and Public Believe 323**

**Why Do We Care? 324**

Prevalence of Psychopathy 324

Survivors: The Impact of Being a Victim of a Psychopath 325

**Methodology 326**

**Theories of Psychopathy 326**

Cognitive Models 327

Developmental Models 327

Genetics Models 328

Brain-Based Models 329

**Hot Topics: The Psychopathic Brain in the Courtroom 331**

## **Assessment Approaches and Effectiveness 332**

Self-Report Methods 332

Rater-Based Methods 334

**Hot Topics: Psychopaths in the Workplace 335**

The Dark Triad: Narcissism, Machiavellianism, and Psychopathy 336

Assessing Psychopathy in Youth 336

Assessing Psychopathic Traits in Youth: Concerns 337

**Relationship Between Psychopathy and Crime 341**

**Treatment Approaches and Effectiveness 343**

**Box 11.1: Researcher Profile Dr. Stephen Wong 345**

**Box 11.2: You Be the Therapist 346**

**Future Directions 348**

Summary 348

## **12 Sexual Offenders 350**

**A Pedophilic Child Molester 350**

**Learning Objectives 350**

**Introduction 351**

**Context 351**

**Definitions 351**

**Why Do We Care? 352**

Scope of Sexual Offending 352

Consequences for Victims 354

**Media Spotlight: The Double Life of Colonel Russell Williams 355**

**Theories of Sexual Offending 356**

Finkelhor's Four Factor Model 357

Evolutionary Explanation of Rape 357

Seto's Motivation-Facilitation Model of Child Sexual Offending 358

**Methodology 359**

**Box 12.1: Canadian Researcher Profile Dr. Michael Seto 360**

**Factors Associated with Sexual Offending 361**

Deviant Sexual Interests 362



General Antisociality 363  
Childhood Sexual Abuse 364  
Beliefs Regarding Sexual Offending 365  
Emotional Congruence with Children 366  
**Assessment Approaches and Effectiveness 366**  
What About Dynamic Risk Factors? 368  
**Box 12.2: You Be the Assessor 370**  
**Treatment Approaches and Effectiveness 371**  
**Treatment Approaches 373**  
**Hot Topics: Correctional Service**  
*Canada Correctional Programs for Sexual Offenders 374*  
Effectiveness 375  
**Box 12.3: You Be the Therapist 375**  
**Future Directions 377**  
Summary 377

### **13 Female Offenders 379**

Sally and the Sex Trade 379  
Learning Objectives 379  
Introduction 380  
Context 380  
Definitions 381  
Why Do We Care? 381  
Girls, Women, and Correctional Sanctions 381  
Prevalence and Nature of Female-Perpetrated Crime 382  
**Media Spotlight: Girls, Crime, and Violence: No Longer Sugar and Spice? 384**  
Understanding the Context of Female-Perpetrated Crime 385  
**Methodology 386**  
To Quantify or Qualify? 386  
**Theories of Female Offending 386**  
**Box 13.1: Canadian Researcher Profile Dr. Kelley Blanchette 387**  
Feminist Pathways Perspective 388  
Personal, Interpersonal, and Community-Reinforcement (PIC-R) Theory 388  
**Factors Associated with Female Offending 389**  
Individual Risk Factors 390

Familial Risk Factors 392  
Relational Risk Factors: Beyond Criminal Friends 393  
Community/Structural Risk Factors 394  
Summary 395  
**Protective Factors 395**  
**Assessment Approaches and Effectiveness 395**  
Gender-Neutral Risk-Assessment Instruments 396  
Criticisms of Gender-Neutral Instruments 397  
Gender-Informed Risk Instrument 398  
**Treatment Approaches and Effectiveness 400**  
Canadian Approaches 400  
**Hot Topics: Legal, Professional, and Ethical Issues: Are Women Being Over-Classified? 401**  
Global Developments 403  
Specific Treatment Targets 404  
**Hot Topics: Gender Responsive Programming Example: Moving On 405**  
**Box 13.2: You Be the Therapist 407**  
Criticisms of the Gender-Neutral Correctional Treatment Model 408  
**Future Directions 408**  
Summary 408

### **14 Aboriginal Offenders 410**

Learning Objectives 410  
Introduction 411  
Context 411  
Definitions 412  
Why Do We Care? 413  
Methodology 413  
**Theories of Aboriginal Overrepresentation 414**  
Potential Explanations of Aboriginal Overrepresentation 414  
Root Causes of Aboriginal Overrepresentation 416  
Attempts to Reduce Aboriginal Overrepresentation 419  
**Box 14.1: You Be the Assessor 420**

**Factors Associated with Offending  
Among Aboriginals 421**

Childhood Risk Factors 422

**Hot Topics:** *The Role of Fetal Alcohol  
Syndrome in Aboriginal Offending* 423

Adult Risk Factors 424

**Assessment Approaches and  
Effectiveness 425**

Level of Service Inventory–Revised  
(LSI–R) 425

Statistical Information on Recidivism (SIR)  
Scale 426

Custody Rating Scale (CRS) 427

Aboriginal-Specific Risk-Assessment  
Instruments 430

**Media Spotlight:** *Judge Rules that  
Traditional Risk Assessment Tools are  
Unreliable for Aboriginal Offenders* 430

Risk of Reoffending among Aboriginal and  
Non-Aboriginal Offenders 432

**Treatment Issues and  
Approaches 433**

The Treatment Needs of Aboriginal  
Offenders 433

**Box 14.3:** *Canadian Researcher Profile  
Shelley Trevethan* 434

Aboriginal and Non-Aboriginal Treatment  
Programs 435

Aboriginal Healing Lodges 436

Does Paying Attention to Culture  
Matter? 438

**Hot Topics:** *Do Aboriginal-Specific  
Treatment Programs Work? An Evaluation  
of the In Search of Your Warrior Violence  
Prevention Program for Aboriginal  
Offenders* 438

**Future Directions 441**

Summary 441

Glossary 443

References 453

Name Index 000

Subject Index 000

# 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.

We would like to formally recognize the significant contributions of Marnie Rice and Grant Harris, who both passed away recently and unexpectedly. Their work has forever changed the landscape of forensic psychology in immeasurable ways.

We would like to make special mention of our Carleton student research assistants who tirelessly and carefully provided invaluable support during the research and writing processes. In particular we would like to thank:

Brittany Blaskovits  
Carolyn Blank  
Sacha Maimone  
Cathrine Pettersen  
Anna Pham

We would like to thank the reviewers who provided us with helpful feedback that allowed us to make this textbook stronger. Reviewers of the manuscript and/or the original project proposal include:

Curtis Fogel, Lakehead University  
Hilary Kim Morden, Simon Fraser University  
Brent Snook, Memorial University  
Mitchell Walker, Okanagan College

We would like to thank the family at Pearson Canada: Ky Pruesse (editor-in-chief) for enthusiastically supporting the original concept for this text; Madhu Ranadive (program manager) for patiently guiding us through the contractual process; Cheryl Finch (developmental editor) for keeping us focused on timeframes and being patient regarding our transgressions (of which there seemed to be several); and Laura Neves (copy editor) for helping us transform our ideas into a more readable form.

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.

Completion of a textbook is a considerable challenge not only to the authors, but to the people in their lives. Ralph Serin would like to thank his wife, Carolan, for her continued patience and support as he spent countless hours hidden away in front of a computer. Joanna Pozzulo would like to thank her partner David for patiently waiting out the long hours of writing. Adelle Forth would like to give a huge thanks to her partner, John Logan, for editing her chapters, giving insightful feedback, not getting too frustrated with repeated requests for help, and for generally being supportive, including taking over the care of numerous four-footed critters while the textbook was being written. Shelley Brown would like to thank her husband, Murray, for his unwavering support during the writing of this book that included taking their two children (Will and Lydia) away on the occasional weekend when she desperately needed to write; Will and Lydia thank you for being so grown-up. I never thought I would see the day when we could actually work productively side-by-side in the office. Craig Bennell would like to thank his wife, Cindy, for her love, patience, and support; Noah and Elijah, for being such great kids while Dad had to write and for making sure he took lots of breaks to have some family fun. Kevin Nunes would like to thank his wife, Anne, for all her support, and his daughter, Ruby, for visiting him at the computer in the morning (“go see dad in the off-off”) and bringing so much happiness and wonder into his life.

