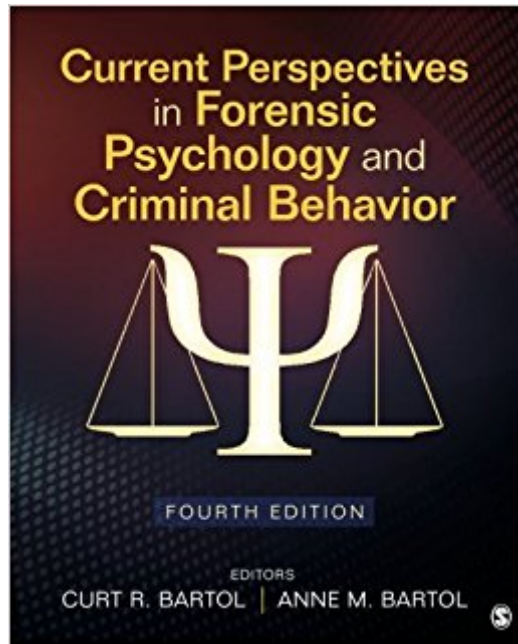




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Current Perspectives In Forensic Psychology And Criminal Behavior



Synopsis

Featuring thirty articles by experts in the field, this dynamic forensic psychology reader emphasizes the ways that forensic psychologists and other clinicians apply psychological knowledge, concepts, and principles on a day-to-day basis. *Current Perspectives in Forensic Psychology and Criminal Behavior*, edited by Curt R. Bartol and Anne M. Bartol, represents cutting-edge research and theory to demonstrate the ways that psychology has contributed to the understanding of criminal behavior and policies of the criminal and civil justice systems. The Fourth Edition addresses key topics in each of five major subareas of the field--police and public safety psychology, legal psychology, the psychology of crime and delinquency, victimology and victim services, and correctional psychology.

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Customer Reviews

Curt R. Bartol was a college professor for more than 30 years, teaching a wide variety of both undergraduate and graduate courses, including Biopsychology, Criminal Behavior, Juvenile Delinquency, Introduction to Forensic Psychology, Social Psychology, Profiling, and Psychology and Law. He earned his PhD in personality/social psychology from Northern Illinois University in 1972. He was instrumental in creating and launching Castleton State College's graduate program in forensic psychology and served as its director for 6 years. As a licensed clinical psychologist, he has been a consulting police psychologist to local, municipal, state, and federal law enforcement agencies for over 30 years. In addition to *Introduction to Forensic Psychology*, he has coauthored *Criminal Behavior: A Psychosocial Approach* (now in its 11th ed.), *Juvenile Delinquency*

and Antisocial Behavior: A Developmental Perspective (3rd ed.), Criminal and Behavioral Profiling, and Psychology and Law: Theory, Research, and Application (3rd ed.). He served as editor of SAGE's Criminal Justice and Behavior: An International Journal, for 17 years. He also co-edited Current Perspectives in Forensic Psychology and Criminal Behavior (3rd ed.). Anne M. Bartol earned an MA and a PhD in criminal justice from State University of New York at Albany. She also holds an MA in journalism from the University of Wisconsin-Madison. She taught criminal justice, sociology, and journalism courses over a 20-year college teaching career and has worked as a journalist and a social worker in child and adolescent protective services. In addition to Introduction to Forensic Psychology, she has coauthored Juvenile Delinquency: A Systems Approach; Delinquency and Justice: A Psychosocial Approach; Psychology and Law: Theory, Research, and Application; Criminal Behavior; and Criminal and Behavioral Profiling. She co-edited Current Perspectives, has served as book review editor and managing editor of Criminal Justice and Behavior and has published articles on women and criminal justice, rural courts, and the history of forensic psychology.

had to have it for school

This wasn't helpful. I thought I was buying a text book. This is just a consolidation of research papers that one can find easily in any academic library on on-line.

Great book.

Bartol and Bartol have written numerous textbooks in the domain of forensic psychology, previously emphasizing criminal behavior more than other areas of psychology and the law. However, Current Perspectives in Forensic Psychology and Criminal Behavior covers a plethora of relevant topics. Notably, this is a text reader (i.e., a collection of edited, previously reported articles, as clearly stated in the description). The book is a wonderful supplement to Bartol and Bartol's "Psychology and Law--Research and Practice" (Sage, 2015). The two cover similar topics, and the textbook provides a greater degree of background and conceptualization. Articles in Current Perspectives are from a variety of respected, peer-reviewed sources including Current Directions in Psychological Science; Criminal Justice and Behavior; Psychological Science and others. Bartol and Bartol (editors) did an excellent job of selecting articles that provide readers with a general understanding of the field but also lets them see where the field currently is at and is heading. They were effective in editing most

of the articles in such a way that it reduces extraneous literature reviews or heavy statistical discussions to be more useful to readers without strong backgrounds in statistics. Many of the articles chosen were review articles themselves, so they provide the reader with a good overview of topics. Some of the readings are general, such as Skeem and Monahan's "Current Directions in Risk Assessment" (Chapter 15), while others cover findings from specific studies (e.g., Babschishin et al. [2011] on "The Characteristics of Online Sex Offenders"). I am impressed with the breadth of topics in the book. These include chapters/articles covering eyewitness memory, jury decision making, risk assessment, and even graduate school in the field of psychology and the law. While the breadth is strong, as with many text readers the depth is lacking. Many of the chapters could likely stand alone in a class, but others do not provide the reader with the conceptual background to fully understand the topic at hand. If used in a classroom, this would require either a text supplement or some lecture to provide background information. However, for the casual reader who wants to use this text for a greater understanding of the field, that context might not be provided. Bartol and Bartol do provide commentary prior to each section, but it is often light and basic. I do not envy them in chapter selection--it can be a daunting task to locate representative works from various areas within a field, much less to find works that can be understood without context. The cautious editing of the individual pieces means sacrificing some depth to include more breadth. Moreover, the academic literature is not written like a textbook. The intended audience of scholarly work is different from the intended audience of a textbook or a text reader, meaning that editors have to search even harder to find representative works that provide enough understanding without the context of a typical scholar in the field. With that in mind, Bartol and Bartol did a great job. I would have appreciated more thoughtful commentary between sections, but they might have had publishing page limits to consider, particularly since such a book is highly unlikely to be assigned in a given college course. For the casual reader, you can find many of these articles available online and might want to consider reading the original sources. Readers like this exist because it is often easier to assign previously screened articles than to walk students through downloading and reading the original sources. Many students prefer the former, as well.

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