Record Nr. UNINA9910304141203321 Advances in Child Abuse Prevention Knowledge: The Perspective of **Titolo** New Leadership / / edited by Deborah Daro, Anne Cohn Donnelly, Lee Ann Huang, Byron J. Powell Cham:,: Springer International Publishing:,: Imprint: Springer,, Pubbl/distr/stampa 2015 **ISBN** 3-319-16327-2 Edizione [1st ed. 2015.] Descrizione fisica 1 online resource (265 p.) Collana Child Maltreatment, Contemporary Issues in Research and Policy, , 2211-9701;;5 362.767 Disciplina Soggetti Well-being Children Maternal and child health services Child psychology School psychology Social groups Family Child Well-being Maternal and Child Health Child and School Psychology Sociology of Family, Youth and Aging Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Description based upon print version of record. Nota di bibliografia Includes bibliographical references at the end of each chapters and index. Nota di contenuto Preface -- Introduction -- Part I: The Child Maltreatment Landscape-Chapter 1: Reflections on Current Child Maltreatment Research and Knowledge Gaps; Deborah Daro and Anne Cohn Donnelly -- Part II: New Generation of Research: The Nature of the Problem -- Chapter 2: Multiple Aspects of Maltreatment: Moving Toward a Holistic Framework; Amanda Van Scoyoc, Jessica S. Wilen, Kate Daderko, Sheridan Miyamato

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Sommario/riassunto

This book addresses new avenues in child abuse prevention research that will expand our capacity to protect children. These new avenues result from the emergence of new research methods made possible through technologic advances, an understanding of the benefits of cross-disciplinary research and learning, and the entrance of many young scholars in the field. The book explores what these avenues produce in terms of clarifying the complex problems that continue to limit our progress in addressing child maltreatment and promoting optimal child development. Specifically, the book showcases individual contributions from emerging scholars and show how these scholars use the frameworks and advanced methods to shape their work, apply their findings, and define their learning communities. The book highlights the benefits of creating explicit and extended opportunities for researchers to network across disciplines and areas of interest. The primary authors are young scholars from universities across the U.S. who have worked together as Fellows of the Doris Duke Fellowships for the Promotion of Child Well-Being – seeking innovations to prevent child abuse. Through this program, the Fellows have engaged in a robust self-generating learning network designed to create the type of ongoing professional linkages and decision-making style that fosters an interdisciplinary and team planning approach to research design and policy formation.