Child Development Field Work

Suzanne Guernsey

Iowa State University

Follow this and additional works at: http://lib.dr.iastate.edu/homemaker

Part of the Home Economics Commons

Recommended Citation


This Article is brought to you for free and open access by the Student Publications at Iowa State University Digital Repository. It has been accepted for inclusion in The Iowa Homemaker by an authorized editor of Iowa State University Digital Repository. For more information, please contact digirep@iastate.edu.
CHILD DEVELOPMENT seniors have found new classrooms, and with them, new and challenging experiences at four off-campus centers.

Since September, 1960, majors in Child Development at Iowa State have been able to spend six weeks working at one of four centers in Des Moines while receiving eight credits toward their Child Development major.

The program, according to Dorothy Lane, assistant professor of Child Development and director of the program, provides students with experience in working with children and their parents in group situations which are not available on campus. This extends the students' experience with children and parents. The students participating in this program block with it six weeks of teaching in the laboratory nursery school on campus.

Although the students' work in each center is principally that of guiding children in their play, eating and other learning experiences, each of the four centers provides a different type of training.

One of the four centers is Blank Memorial Children's Hospital. Here students gain knowledge through guiding play activities, providing play for confined bed patients and even participating in the buying, replacing and maintaining of toys and equipment. The students also have contact with the medical field through frequent conferences and attendance on doctors' "rounds".

ViEve Kent, C.D. 4, who spent her six weeks at Blank Memorial Children's Hospital, says, "I had the opportunity to apply some of the theories I had learned in class to a real professional situation. When you can actually see these learned theories at work, they become indelibly printed on your mind."

Another choice is the Child Guidance Center, where one may work with emotionally disturbed children. The center provides services for the emotional, mental and behavioral disorders of childhood, and offers opportunities for students to guide the play activities of these groups.

Priscilla Murray, C.D. 4, in commenting on her work at the Child Guidance Center, says she enjoyed the experiences gained through working with the variety of age groups at the Center. She contrasted the work here on campus, which is limited to pre-school age children, with the work at the Child Guidance Center, where the children may be any age up to 18.

Miss Murray also said that this center is one of very few in the country and commented on her opportunity to work with a competent professional staff.

A third choice is the Day Care Center. This service was begun in 1943 to aid mothers employed in war industries. Now the center is open to youngsters aged 2 to 14 whose parents both work or whose working mothers provide their children's full support.

The students electing the Day Care Center plan and supervise activities throughout the day. Arleen Pratt, C.D. 4, began her work at the Day Care Center by assisting...
The play of the children at the Easter Seal Center is often designed to carry out their therapy. Kay Bruzek, C.D. '60, and two children at Easter Seal discover the fun of playing with a bundle of balloons.

The teaching of three-year-olds and, by the end of the six weeks, was responsible for teaching this group. Miss Pratt said she was “able to explore the situations where her training could actually be put into practice.”

The Easter Seal Center for Crippled Children and Adults is the other choice available for students. Here they work with physically handicapped pre-school children, guiding and teaching them to overcome the problem caused by their crippled condition.

Karen Smally, C.D. 4, said of her experiences at the Easter Seal Center, “Like any job, you can’t imagine what is involved until you get an opportunity to start practicing what you’ve learned.” Miss Smally also commented on her chance to observe therapy work on both children and adults. She said that through this experience she was able to see just what was physically wrong with the person, and what could be expected of him in the future.

Besides this concentration of work with children in these four centers, students also have contacts with the children’s parents, attend administrative board meetings, participate in and help conduct staff meetings, work with volunteer helpers and carry out a specific project for the center.

Each student is counseled once a week by Miss Lane and at the end of the six weeks prepares a written evaluation of her total experiences. She also does an independent study paper.