

Using an appropriate model, critically reflect on you experiences whilst on placement.**Introduction**

In semester two I was assigned the task of obtaining a 30 hour placement in a placement, in order to gain experience in a particular field, address whether it was a field I would enjoy working in in the future and most importantly to improve my reflective skills. Throughout this assignment I aim to reflect on four event which I which I found significantly impacted on me throughout my placement and throughout this assignment task as whole.

Reflective practice is essential in higher education, and in the work place as it allows one the opportunity to gain a better understanding in to their work, the way they carried out their work, what went well in their work, and what correspondingly can be improved in the future (The University of Sheffield, N/D).

In order to reflect I am going to use Boud's model of reflection (Boud, *et al*, 1985). I have chosen to use this model as it allows me not only to reflect on my work and how I carried it out, but also to attend to how these events made me feel, which I believe is important as I went through a series of emotions throughout this assignment and coming to understand them will assist me in learning to manage and develop them positively moving forward (The University of Sheffield, N/D).

I used a local primary school for my placement, this is not necessarily because I aim to be a primary education teacher or work in that setting in the future, however, I do hope to work with children. As I am still unsure of what career path I defiantly want to go down, I felt this would be an appropriate setting to assist me in gaining experience working with children and observing their behaviours.

Event 1:**Returning to experience**

I was given the task of undertaking a 30-hour placement in order to work on my reflection skills. I left getting in touch with possible placement opportunities until later than I should have, and as a result of this I ended up at a placement which although I enjoyed, isn't particularly somewhere I wish to work in the future. I feel the reason I put off contacting the placements was because I was worried about speaking on the phone

Attending to feelings

I feel that I put off making the phone calls, because each time I went to do so it made me feel extremely nervous that I was not going to be given the answer which I was hoping for. Spielberger and Vagg (1995) explains nervousness is often a reaction to fear of not achieving, and often this fear distracts one from completing the task at hand. Along with this every time that I did go through with making a phone call and was rejected or told that I could not undertake the placement it made me feel disheartened. This also brought on feelings of anxiety that I was not going to be able to complete my assignment to as high a standard as I would hope.

Evaluating Experience

It was becoming more apparent to me that I was reluctant to make phone calls, because of the reluctancy to want to sell myself throughout the call, for example, talking about reasons why I would be a positive candidate and also because of the fear of rejection.

Dudley and Goodson (2007) describe this as telephobia, when one is afraid of self-promotion and afraid of the future events which will follow the phone call, for example in my case, whether I would successfully obtain a placement. Procrastination within assignments and tasks for students appears to affect them negatively academically and is therefore reflected in their final marks and feedback (Milgram & Tenne, 2000 *cited in* Hensley, 2016), this was becoming more apparent to me as time progressed, which was intensifying my anxiety.

It was also becoming apparent to me that the anxiety of not achieving, was intensifying my anxiety further again, which was beginning to feel like a never ending cycle to me, which created an anxiety feedback loop (Strittmatter, 1979 *cited in* Spielberger and Vagg, 1995). Rayasam (2016) also explains that this type of reluctance can have detrimental effect on obtaining the position you wish for.

Putman (2004) explains that counselling, or therapies such as cognitive behavioural therapies are almost always useful in helping to alleviate and overcome these types of anxieties. He also explains some steps for helping to cope with these feelings, and useful guidance which can be used whenever such feelings occur. For example, 'admitting we are not perfect' (Putman, 2004). Putman explains that perfectionism can only fuel fear and heighten anxieties, and letting yourself come to terms with the fact that things don't always go the way you wish, and understanding that this is not always a judgment of your character or intelligence is the first step in overcoming your fear, for example for me, phoning placement co-ordinators.

Another method of dealing with and overcoming an anxiety has been described as ‘knowing what we are doing and why we are doing it’ (Putman, 2004); which describes the process of keeping in mind the importance of the task, and the repercussions of letting your anxiety put you off the task. In relation to myself, understanding that if I did not phone a placement coordinator to arrange a placement that I may be unable to complete the task in hand and may fail my module.

What will I do differently next time:

Moving forward from this in the future, I feel the most important thing for me to do when dealing with, what I know understand to be telephobia (Dudley and Goodson, 2007), is coming to terms with the fact that I am not perfect, and cannot expect to be. Understanding and coming to terms with the work of Putman (2004), has been beneficial for me. If I were in the situation again, where I had to make an important phone call, which would influence either my grades or my work, his work has taught me that I must keep the given task in mind, understanding its importance, and understanding that rejection is not always a negative reflection on me as a person.

If I were however, to be in a situation again, when the fear of making a phone call was having a seriously damaging effect on the outcome of a task, I would consider counselling and therapy as this this experience has taught me that this would to help me to learn to deal with the reluctance and fear I was experiencing (Rayasam 2016).

Event 2:

Returning to experience

Prior to starting my placement, I was informed by the placement coordinator to ensure to keep physical contact with the nursery children to a reduced level or to no contact at all where possible. Also, to never have physical contact with a child if other teachers are not around to observe. My placement was at a local primary school nursery and I knew many of the children well and was relative to some. In one instance, a child who is my cousin to asked me to pick him up as I usually outside of the school environment; when I explained that I couldn’t it appeared that he was becoming upset and confused and began to cry. However, with no teachers being present at the time I understood I was doing what was expected of me within the workplace.

Attending to feelings

In this scenario I felt as if I had no control whatsoever over stopping the infant from becoming upset. This helplessness made me feel particularly sad and I felt that I was failing at the task in hand due to having no understanding in to how to change it.

Lauwerijssen (2008) explains that sadness is an emotion which can be felt for a variety of reasons Explaining that, one of these reasons can be perceived failure in a particular situation or setting, or feeling as if you have failed yourself in a task. Using Lauwerijssens research, I understand that my sadness may have come from feeling as if I was failing both the child and myself in my placement (Lauwerijssens, 2008). However, this sadness was not a prolonged feeling as I understood that I was merely following the instructions given to me in the beginning of the placement.

Evaluating experience

Bowlby's attachment theory explains that infants often cry or become upset as a result of separation from parents or loved ones. This theory also evaluates that separation from physical contact from loved ones is often a significant trigger in causing infants upset which often leads to crying (Bell & Ainsworth, 1972; Bowlby, 1969; Wolff, 1969 *cited in* Nelson, 1998). Bowlby's theory explains that frequently infants use crying as a form of communication of their emotions as they are at a stage in life where they cannot express these feelings through words (Nelson, 1998). Bowlby's theory helps me to understand my scenario in the nursery as the infant may have become upset as seeing me, a familiar face, may have evoked feelings of separation. This separation appears to have caused the infant to desire physical contact in the form of a hug in order to ease his upset.

However, while I was undergoing my placement, I had to ensure to maintain professionalism. School A's Strategic Equality Plan promotes equitable treatment of all pupils within the school and explains that putting these ideas into practice assists avoiding discrimination and neglect of pupils. Also, this idea supports promoting equality a skill which does not only underpin principles of equality and equity in practice in the workplace, but also assists instilling positive moral values in the pupils, in doing this School A is complying with relevant legislation (Pennar Community School, 2016). Building on this, School A's Strategic Equality Plan assists me in understanding, that although the infant was relative to me, it was essential that I was to treat him in an equitable manner and ensure I wasn't favouring him over other pupils.

Browne (2006) explains that often in classroom settings teachers or staff become favourable of certain pupils, this can be because of attainment, but can also be because of their opinion of the

pupil. Often when this happens a 'halo effect' is created, the member of staff ergo, treats them better than they treat other pupils, or adopt the impression they cannot do wrong. Although it upset me seeing him upset, I was weary of not letting my personal connection with the child create a 'halo effect' over him and maintained professionalism to ensure my placement was conducted in as realistic a manner as a real workplace.

Tameside Safeguarding Children's Board (TSCB) (2006) explains that although often in job roles which involve working with children physical contact appears appropriate, in an instance like this it would not have been up to me to decide. Also explaining that, if one was to impulsively make that decision they may be disciplined accordingly, which can in extreme cases result in dismissal from the role. TSCB's guidance reassures me that deciding not to hug the infant was appropriate to the circumstance, as the placement was important to me and vital to my studies and so forth would have put me in an unprecedented predicament if I were to be dismissed, one that could have resulted in failing my module.

What will I do differently next time?

If I were faced with a similar situation to this in the future I would ensure firstly, to not let myself become sad or disheartened in the situation. This is because Bowlby's theory of attachment has helped me to understand that infants crying is a very normal and natural reaction to being separated from loved ones, and that when the infant saw me emotions of sadness were likely provoked because of separation, and not as a reflection of the job I was doing in my placement and certainly wasn't failure in my task (Nelson, 1998).

Along with this I would ensure I was familiar with the school or placements policies and strategies in order to understand what is expected of me in the classroom. As, becoming familiar with school A's Strategic Equality plan reassured me that my reaction to this situation was a appropriate reaction and that if I had reacted in a different manner it may have upset other children and made them feel as if one pupil were being treated differently to others (Pennar Community School, 2016).

Event 3:

Returning to experience

On the first day of placement, both in the morning and in the afternoon the teachers assisted each infant in brushing their teeth and explaining too them the importance of dental hygiene in a way which they can understand. I asked the teacher why it is they teach dental hygiene and

help children learn to brush their teeth in an appropriate manner and her response was ‘You would be really surprised by how many children are not taught at home’ (Miss A, 2020).

Attending to feelings

This whole experience quite frankly shocked me; I was significantly surprised that something which appeared such a necessity, that I assumed all children are taught at home, would take up valuable learning time. I believe a great deal of this shock grew from the fact I didn’t have to learn this skill at primary school, which was only ten years ago, so I was preconceived with understanding that this is a skill which you are taught by parents and guardians at home; this made me realise how significantly things have changed since I was a pupil. I also felt particularly disappointed and sorry for any child which was not taught this essential practice at home following Miss A’s response to my question. Abraham Maslow (1943) explains that in the absence of basic needs being fulfilled in one’s life they are unable to thrive and prosper, and to become self-actualised individuals. Maslow’s (1943) theory understands health to be a basic need, dental health would fall under this category and would have impact in altering one’s ability to succeed, which is why I may have felt sympathy for children in this position.

Evaluating experience

The UK define dental neglect as a reoccurring and persistent failure by a parent or guardian concerning oral health needs of infants and children which is likely to influence the given child or infant to develop serious impairment of oral health and/or development (Harris, Balmer and Sidebotham, 2009). Harris (2018) explains that this definition emphasises just how essential positive oral hygiene is for children and just how vital it is for parents and guardians to promote this to their children. This research helps me to understand that being shocked that children are not receiving adequate assistance at home in oral hygiene and teeth brushing was appropriate; as it is important for children to practice positive oral hygiene from a young age in order to maintain both health and development. Also, because if this is not put in to practice effectively it can have detrimental effects for these children while they are children and in later life.

Welsh Government (2017) in an investigation into the dental health and oral hygiene of children across the country, found that in 2016, 14.5% of three year olds had at least one tooth affected by tooth decay, with a plethora of these children having three or more teeth affected. Social deprivation was an extremely significant factor in the prevalence of tooth decay in these infants. Pembrokeshire.Gov (2006) reveals that Pembroke Dock (location of primary school) is a highly deprived area in relation to the rest of the country and is one of the most deprived

areas in its county, Pembrokeshire. Based on this research alone my opinions have already been altered in relation to the vitality of teaching children in all schools, and particularly schools where many pupils are affected by multiple deprivations such as my in my placement, how to properly practice teeth brushing, and the importance of oral hygiene.

Gov.uk (2019 (a)) are funding a plethora of dental hygiene schemes to assist tooth brushing in schools across the UK. They advise childhood and infant learning settings such as pre-school environments and nurseries to provide sustainable education in relation to oral hygiene in a safe and suitable setting. This advice also explains this education should take place accurately and often, every day at different intervals such as in the mornings and in the afternoon after children have their lunch, in order for this strategy to become routine to children so that they can learn to mirror what they learn in school, at home. Moreover, Gov.uk (2019(a)) also clarify that evidence has proven that supervised tooth brushing at early years level is linked with prevention of dental problems such as tooth decay and tooth loss. Furthermore, advancing their opportunities to thrive and prosper, assisting them to become healthy and prosperous beings (Maslow, 1943)

In learning this it has assisted me to understand that assisted tooth brushing and oral hygiene education is a national strategy and was not unique simply for the school I was using to complete my placement. This emphasises to me, the extent of dental neglect in children across the country and helps me to appreciate my naivety in being shocked at tooth brushing education in schools. After reaching this issue I am now of a different opinion concerning it, I am now extremely pleased that children across the UK are benefiting from education in dental hygiene which can have tremendous impact on ensuring they can maintain dental health across their lives. It has also assisted me in realising prior research into scenarios you may encounter in placements and in the workplace are essential.

What will I do differently next time?

If I were to be faced with a scenario like this again, or were to be in a situation in either a workplace or a placement I should ensure to conduct thorough research into the average day to day so I would be equipped with some knowledge and understanding into what I can assume I will be faced with. Thus, meaning less scenarios like the one I was faced with here would shock me because I would understand their vitality.

I would ensure to research current legislations, policies and strategies which concern health and its education in the classroom. For example, Gov.uk (2019 (a)) policies and strategies

which create an underpinning knowledge and foundation of understanding which can assist me in knowing the issues children are faced with across the country in relation to multiple deprivations and health, which would help me in understanding not only what to expect in placement or workplace but also strategies concerning appropriate methods of dealing with such encounters.

If I were to undertake a placement or employment working in a nursery or in a school again which was in a location which was effected by multiple deprivations, I would also aim to speak with the teachers or classroom assistants prior to my work there. This would assist me in comprehending the different backgrounds and situations of the pupils in order to form a better understanding of how deprivation effects them in terms of education and health, this may help me to avoid nativity concerning the topic.

Event 4:

Returning to experience

While undertaking my placement I come to understand that within early years and nursery settings, although children and all around the same age groups, the stage in which they were at intellectually and socially significantly differed, particularly in terms of communication. In this instance I was given a small group to work with, reading books to them and listening to them reading back, the groups were of mixed abilities. One child (Child A) particularly struggled not just with the reading but to talking to me in general and I really struggled to understand any of what he was saying, I encouraged him to keep trying and reassured him that he was trying hard and doing his best; however, some of the other children laughed. This appeared to become extremely frustrating for the child, as he was becoming red and flushed in the face, it appeared he was trying really hard to tell me something and to join in with the group activity, but his level of speech and communication was creating barriers for him.

Attending to feelings

In this instance I felt particularly conflicted, as I noticed the child's frustration, and this made me want to help him further in pronouncing words and communicating his feelings. I felt sorry for him as the other children's communication skills were noticeably at a much higher standards than Child A's. I wanted to ensure I was not leaving Child A out of the task because of this, however, did not want to make him feel embarrassed in front of the other children. I felt particularly stressed in this instance, as I had not been given any information concerning

the communication, reading, or listening skills of any of the children. I felt frustrated that I had been given a task with the children without understanding their levels of communication, I also felt that because of this I had put a child in a position where other children were laughing at him, this made me feel particularly sad and disheartened.

Evaluating experience

Gov.uk (2019 (b)) explain that early language and speech, along with, children's' ability to communicate in the early years are key wellbeing indicators which can impact on social and emotional development as well as outcomes in their learning both inside and outside of the classroom. Along with this language and speech skills are considered essential in ensuring children are ready to move on to school from the nursery. This helps me to understand that feeling disheartened by observing child A's frustration was justified, as communication skills are so essential so that children can integrate with the rest of the learning community, and essential in assisting children to develop and maintain academic attainment.

Gov.uk (2019 (b)) also explain that early speech and language issues in children can develop into issues which can have detrimental effect on the individual's likelihood of obtaining high academic prosperity and attainment. For example, speech and language problems can lead into issues such as attention deficit hyperactivity disorder (ADHD) and anxiety disorders in adolescent life and in adulthood. It is understood that early recognition and intervention is key in preventing the prevalence of language issues developing further. Again, clarifying to me that in this situation it is important to notice individuals with these issues and that noticing child A's difficulties could be key to ensuring he receives the help required for him.

Observing and dealing with child A becoming apparently embarrassed and frustrated was the situation I found most difficult as I did not want him to feel singled out, or inadequate to any of the other children. Jacobson (N/D) reveals some steps which can be used to help children deal with embarrassment. He explains that ensuring not obsess over the given situation can be useful, explaining that stressing, and revisiting the problem continuously can fuel the child's embarrassment further. This is because they are observing you (the teacher) create a fuss over it, furthermore, making the child believe it is a big deal. In coming to understand this I realise that pressuring child A to continue reading may have added to his embarrassment and added to his stress, which was the wrong thing to do in this situation.

Children who deal with embarrassment sometimes develop forms of social anxiety and social phobias as a result of the initial fear of embarrassment (Jacobson, N/D). Social phobia can be

defined as a persistent fear over social situations which can cause embarrassment. Although embarrassment is common, and everyone experiences it from time to time, those who become seriously afraid of it are likely to develop detrimental mental health problems (Gerlach., Wilhelm and Roth, 2003). Gerlach *et al* (2003) research has helped me to understand further the vitality of avoiding putting children in embarrassing situations further. Although this situation may have been a one of for child A, it could have been avoided with better understanding into his needs, furthermore, reducing the prevalence of him developing fear of embarrassment and social phobia.

Staying calm is another step Jacobson (N/d) discloses to be effective in managing embarrassment in children. Explaining, that children can be extremely impressionable in their early years and often model the behaviours of adults, parents, teachers etc., he reveals if the 'teacher' keeps calm in situations they find embarrassing, this behaviour can often rub off on the child assisting them to also remain calm. Again, making me realise the stress this situation caused me may have fuelled child A's stress also.

This was a difficult situation for me to deal with individually as I had not had any previous experience dealing with such issues. It is clearer to me in hindsight that the best thing to do may have been seeking more guidance from the teachers and learning support assistance who knew the children and their needs at a more personal level.

Hawk (2017) explains that getting to know your students can be beneficial in helping you to understand, which strategies of learning work best for them, which can have significant benefits in helping the student to achieve to the best of their ability. Explaining that, asking your pupils questions about themselves is a particularly useful strategy in getting to know them. Hawk's (2017) research has reiterated my assumption that I would have been better equipped for this task if I were equipped with a brief understanding concerning individual needs; although asking the children questions at nursery age may not be appropriate, asking teachers and learning support assistants prior to the task may have been beneficial to me.

What will I do differently next time?

If I were to undertake a task like this again I would be sure to follow Hawk's (2017) advice concerning getting to know the pupils, as I now understand through research that this can have significant benefits both for the pupils academic attainment and for understanding that different learning methods work for different pupils, especially pupils who may need extra assistance in their learning, such as child A.

I would also aim to use Jacobson's (N/D) strategies concerning dealing with embarrassment in children. For example, through this experience and through Jacobson's research I have learnt that obsessing over the child who was becoming frustrated was probably only fuelling his embarrassment and frustration (Jacobson, N/D). In the future, I aim to stay calm and collected if ever faced with such an issue, as making a child feel uncomfortable, singled out or embarrassed is something I never wish to do again. This is especially because I have come to understand that childhood embarrassment can lead to much more serious issues such as social phobia (Gerlach *et al*, 2003).

Conclusion

Throughout this experience I have learned a lot about myself. In terms of my planning and efficiency skills I have come to understand there is great room for improvement. In learning to overcome my fear of speaking on the phone Putman (2004) has taught me to have more faith in myself, but to also not be so hard on myself. Understanding and coming to terms with the fact that I'm not perfect and neither is my work or my studies has been extremely beneficial for me moving forward, and I feel it has been the most valuable lesson I have learned through my reflection.

In general my placement also taught me that I really do enjoy working with children, and although I have been faced with particular situations concerning; speech, language, embarrassment, health and equality, I have learned that these are all important themes which run through the day to day life of even nursery children, which has shocked me but in a positive way.

Hawk (2017) has also taught me that understanding more about the people and the setting you are working in is beneficial in completing your task positively. I learned because of this, to never be afraid to ask for help or advice as many of my anxieties throughout this placement may have been elevated if I would have asked for more assistance from other teachers or learning support assistants.

I have also come to understand the importance of never taking an event at face value as theory and legislation can play a significant role in assisting you to form a much deeper understanding of such situations. This will be a skill which I will use often in the future, especially for understanding scenarios or events which have shocked me. This task has helped me in understanding that usually once you have a better knowledge concerning the background of an event, it no longer appears shocking to you.

I aim to use reflective practice and look forward to using it in the future to help me to improve both my academic work and my work in practice.

References:

- Boud, D. et al (eds.) (1985) *Reflection. Turning experience into learning*, London: Kogan Page
- Browne, K (2006) *Introducing Sociology for AS level*. Polity Press: Cambridge
- Dudley, G, W and Goodson, S, L (2007) *The Psychology of Sales Call Reluctance*. Behavioural Research Science Press: Dallas, Texas
- Gerlach, A, L., Wilhelm, F, H., Roth, W, T (2003) 'Embarrassment and social phobia: the role of parasympathetic activation' *Anxiety Disorders*. 17 pp. 197-210 Available at: <https://pdf.sciencedirectassets.com/271804/1-s2.0-S0887618500X00801/1-s2.0-S0887618502001974/main.pdf?X-Amz-Security-Token=> (Accessed on: 23/04/2020)
- Gov.UK (2019 (a)) *Health Matters: child dental health*. Available at: <https://www.gov.uk/government/publications/health-matters-child-dental-health/health-matters-child-dental-health> (21/04/2020)
- Gov.uk (2019 (b)) *Stoke Speaks Out: supporting speech, language and communication*. Available at: <https://www.gov.uk/government/case-studies/stoke-speaks-out-supporting-speech-language-and-communication> (accessed on: 23/04/2020)
- Hawk (2017) 'Getting to know your students and an educational ethic of care' *Journal of Management Education*. Vol. 41(5) 669 –686. Available at: <https://journals-sagepub-com.ezproxy.uwtsd.ac.uk/doi/pdf/10.1177/1052562917716488> (Accessed on: 27/04/2020)
- Harris (2018) 'Safeguarding children: noticing dental neglect' *BDJ Team*, 5(1) Available at: <https://www.nature.com/articles/bdjteam2018202#citeas> (Accessed on: 20/04/2020)
- Harris, J, C., Balmer, R, C., Sidebotham, P, D (2009) British Society of Paediatric Dentistry: a policy document on dental neglect in children. *Int J Paediatric Dentistry*, 28(5) pp, e14-e12 Available at: https://www.calderdaleccg.nhs.uk/wp-content/uploads/2013/04/A_Policy_Document_on_Dental_Neglect_in_Children_June_2009_-_British_Society_of_Paediatric_Dentistry.pdf (Accessed at: 27/04/2020)
- Hensley, C, L (2016) 'The Draws and Drawbacks of College Students' Active Procrastination', *Journal of College Student development*, 57(4), pp. 465-471 Available at:

<https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1365-263X.2009.00996.x> (Accessed on: 20/04/2020)

Jacobson, R (N/D) How to help kids deal with embarrassment. Available at: <https://childmind.org/article/help-kids-deal-embarrassment/> (Accessed on: 23/04/2020)

Lauwerijssen, K (2008) *Sadness* available at: <http://arno.uvt.nl/show.cgi?fid=113006> (Accessed on: 16/04/2020)

Maslow, A (1943) *A Theory of Human Motivation*. Indianapolis: Bobbs-Merill

Nelson, J, K (1998) 'THE MEANING OF CRYING BASED ON ATTACHMENT THEORY' *Clinical Social Work Journal* 26 (1) pp. 9-22 Available at: <https://link.springer.com/article/10.1023/A:1022841427355> (Accessed on: 27/04/2020)

Pembrokeshire.gov (2006) Appendix 2 – Baseline data - Pembrokeshire County Council. Available at: [file:///C:/Users/lois%20brunton/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/Final%20SA%20Scop%20App2\(a\)%20\(1\).pdf](file:///C:/Users/lois%20brunton/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/Final%20SA%20Scop%20App2(a)%20(1).pdf) (Accessed on: 21/04/2020)

Pennar Community School (2016) *Pennar Community School Strategic Equality Plan 2016 – 2020*. Available at: <http://pennarcommunity.pembrokeshire.sch.uk/strategic-equality-plan/> (Accessed on: 15/04/2020)

Rayasam, R (2016) 'Scared of the phone? Here's how to overcome that fear' *BBC Worklife*. 14th December. Available at: <https://www.bbc.com/worklife/article/20161213-scared-of-the-phone-heres-how-to-overcome-that-fear> (Accessed on: 04/03/2020)

Spielberger, C. D., Vagg, P. R (1995) *Test Anxiety: Theory, Assessment and Treatment*. London: Taylor & Francis

The University of Sheffield (N/D) *Reflective Practice* Available at: <https://www.sheffield.ac.uk/ssid/301/study-skills/university-study/reflective-practice> (Accessed on: 14/04/2020)

Welsh Government (2017) WELSH HEALTH CIRCULAR. Available at: <https://gov.wales/sites/default/files/publications/2019-07/re-focussing-of-the-designed-to-smile-child-oral-health-improvement-programme.pdf> (accessed on: 21/04/2020)