

APPENDIX 4.5

Fictitious names have been used throughout the interview

INTERVIEWS – STUDENTS 5

Kgomotso; Patel; Naidoo, Xavier

Started 3:35:27

Sorry, I'm starting to record. The philosophy of PBL – Problem based learning – where you it fosters integration of learning across disciplines and across the years, along years, whether you feel that that you are achieving that say with respect to the prosthodontic curriculum whether you are achieving that or not achieving that, you know. Any comments that you might have around that, coz I'm looking at the Prosthodontic curriculum, prosthodontic curriculum feeding into the main School curriculum because remember we don't have PBL in Prosthodontics as such it's a School it's a broad School initiative. Am I clear? ?? things like, Say the PBL that you did last year and how that went. Am I putting you on the spot?

Uh I just

Or even the techniques programme actually let's start there. The techniques programme and how that has helped or has proved challenging or invigorating, where the loopholes are, where the gaps are?

Well our techniques coz I started enjoying it, I had fun ??? you started with certain things, ???

The actual procedure

Overall I've enjoyed it

It's pretty much the same. I think it's frustrating when it comes to materials, you're supposed to ?? you struggle and then some people get left behind because people are busy with the material and it gets finished or you're waiting in line so you know, you get left behind and then once you get left behind with one thing it's just ?? you're behind then coz then things start piling up and I think that's when it becomes stressful

Just to, just to expand on that.. does having the schedule at the beginning of the programme, say the techniques programme, did that help or did you think about it as you were going through?

Yeah, I think ?? that helped knowing things to do ?? And I just think ??? and obviously you can't ??? you know like some students get it straight away ?? and other students repeat the procedure like the situation ?? you get left behind, so it's nice ??

Now in terms of being left behind did you find time, extra time, in your own time to catch up or is that also a challenge?

I think that's also a challenge

Yeah I remember last week ??? a lot of us were coming in at around 7am ?? before we started and on Saturday because you just there wasn't enough time because you'd have like a clinic from 8 till 11 and you'd have another clinic ??

Once we ??? a week

And then at that time we usually ???

Lunchtimes, afterhours, or before hours?

Yeah that's pretty much when we used to come in

And how how did that impact on your life?

I think that towards the end of the year we were getting really tired

We were stressed

Like we were like more studying to do ??

And also another thing with many of us doing it at that time was there's no supervision, you're doing it yourself and you kept thinking you're doing it right and actually you're not doing it a hundred percent, you know what I mean? So,

And the the e-book, the provision of the e-book, did that help?

?? That had lots of pictures and stuff

But in terms of doing it on your own weren't those helpful or did you ever refer to them when you were doing it alone, for the pictures?

?? We don't have computers ??? like you can't get the pictures out ??

But those pictures really helped us ??

If you probably know that OK tomorrow I'm going to do this, you might go through it to see exactly how the procedure is being done and in that way it helps you the following day if you have any hiccups or whatever

Ok and in in terms of the lack of computers or the provision of of computers to view the modules, did it ever occur to any of you to maybe talk with the course coordinator to provide a departmental or school computer?

Well ?? like they will put it in the the ??? for people who, but I think its ??

If the class had more like more visual access to the computers ??

No, but that was during the ?? session, but when you had to do it yourselves

If you have a computer next to you like this, it is fantastic

Did you think of maybe engaging the the coordinator for things like that or you were just too stressed to think on your feet?

Laughter

And another thing about the techniques ?? I take it that the time, that's the time that is very critical for ?? a lot of work and most of the time you try by all means to find time to do ?? like if you are ?? to do whatever you have to do on your own but most of the time you probably have to do thirty minutes because you need to go and study and then you're here till seven up to six. From six you definitely can't think of sitting there and trying to concentrate, you know

Oh yeah

You think, and you just rush home to try and eat and probably ??study and stuff like that, so if they make ??? it's quite hectic

Interesting. Now, with uhm regard to materials when we take it to the clinics how has that been?

It's better

Is it?

I guess coz uhm, coz everyone is doing something different most of the time and working at different times and at different paces so it's more available and coz also uhm the nursing staff in the clinics really helps

OK, so the DSA's are quite helpful, the dental surgery assistants

They are

Ok. I suppose for what you've done so far where you generally don't, but I suppose in Restorative you do, don't you need Dental Assistants?

Yeah, we do, but in Restorative like the materials just become I don't know

Critical

Yeah because ?? you deal with the patients ?? the person next to you is using it and there's no help ??? sometimes there is no ?? you've got to look for it among the cupboards and you don't know where anything is so that becomes a bit of a piss but, it's just a bit of a rush to get your material, you know what I mean?? including our tests, our clinical tests – it was mayhem and everyone was fighting with each other because now we want this, now we want that

And I think it depends on what time you have your sessions as well. I found that when we had our sessions in the late afternoon it's quieter and a lot of the materials that are usually on the desks are packed away and there's no one around, so we're scurrying around looking for things often you can't find them

But given that you've had Restorative from 2nd year, uhm and the organisation of the materials in the clinics hasn't, you as a class or as a group tried to find a way to work the availability of

materials in the clinics, one, like finding out from the assistants where the materials are and what materials are there with what it is you need to do for the clinics

Is it

Individually

Ok. How regularly does the does the, what is it called? The Dental Council, the Students Council meet to discuss the issues that come from the students

I'm not sure

They meet quite often??

Last year they met ??

Your, Ok maybe not the Student Council, but the class, your class concerns and feeding it through to the Council. I forget that the Council is the whole School, feeding it through to the Council and then feeding that to the School

Hardly ever

Coz maybe, I'm just thinking on the top of my head that maybe one of the challenges with the scheduling of the Techniques programme and the lack of time that you say you don't have extra to catch up, maybe that's something that the class as a whole could have sat down and used the Council, the Student Council to feed through to the Department and try find some workable solution there – you know, things like you know, maybe asking for the School to be opened longer or for the materials to, I don't know how, I'm just

?? Materials just weren't available, you know

Afterhours, it's locked then

Yeah. And also when you've got your free time, and it's not on day we've got Fixed Pros and you've got to find someone to open the cabinets to get the materials, it's also frustrating

Uhm, uhm

But I mean I understand, we can't leave the cupboards open for materials, so

But then during the day, there's somebody allocated as a assistant allocated to Techniques, so maybe find a way, finding a way to to you know, to get them to make the stuff available. I'm just thinking for the couple of years, whether you've given them that feedback or whether the Department will get that kind of feedback so that the Programme is made less frustrating. Anything else with respect to resources – both Techniques or Clinics? And Didactic – copies of notes

They are a necessity?? Copy of notes

Are they really helpful?

They are

?? I think ?? you've got your textbook but you do ?? and the notes they guide – what is relevant

What direction to take

They make a huge

You don't know what to take out of the textbook, especially in Fixed Pros where you've got the BDJ Series, your whole Shillingburg, it's a lot of paperwork to get through. When we've got notes like we did get a few powerpoint presentations, a few lecture notes, it helps, it gives you direction – where to focus

If you don't understand from that uhm slide, you know that OK you've got the Shillingburg to refer to anyway, ?? that area on bridges now, what they say on bridges and everything and in a way it helps you to like expand. But if there are no notes, I find it quite difficult

Like Prof said, Prof said yesterday in a lecture, that it gives us it gives us that sense of security. If you've got those notes you're not in the deep end.

?? So so like if you've got an arrangement like you go into the section on bridges there's a whole different arrangement like you're not sure where do I focus, what do I where do I start where do I end, what's the scale, what do I need to know exactly

?? So are you suggesting that a skeleton of, or an objective, or a list of objectives of the tutorial or a skeleton of the tutorial would be helpful?

Ok. Does it..

I mean when we get a full presentation and we've had say we've sat for 2 hours in a tutorial or when we've had a powerpoint presentation for 2 hours, when we get those notes a whole eighty double sided pages of notes. I mean it's a lot of notes, you know what I mean, it's not like yeah we've got so many notes. We'll obviously try and summarise that to make it easier for ourselves. It's like when you get little notes maybe like just ten pages or twenty pages it's a better guideline. We're not asking for everything

Now, for the PBL programme, where there's a lot of there are a lot of resources to have copies of how has the class managed that or how has the PBL programme managed that

Usually with PBL we like divide ourselves ?? and the with that get resources what we need and from whatever you get you make a kind of a summary for the whole group and you make copies for the whole group

And how do you make the copies – do you go to the Library, do you come up here, do you ask

We do it on our own

This is quicker, coz you go to the Library with your card and uh

Yeah, do you have access to the School photocopying machine ?? and uh coz I think if I remember right at some point the students had access to the photocopying machine. Have you ever during your training ??

That I think is one of the complaints that we had from last year. We had to photocopies for ourselves

Yeah

Now, now in our accounts it says if there is so much

Exactly that's where I'm going towards

?? we we're like complaining because in our accounts

It's not only with the Dental School

The whole programme, for the whole programme. But did you bring it to the attention of the School's management?

We did moan about it quite a lot

And, what was the outcome

Not sure

Is it

I don't think I don't think my recorder is picking you up Mr Naidoo

I'm not sure if I heard correctly I think but at one time I think I heard you could take, if you have 1 copy for the class, the class could take it up to Prof Green to make copies I think

I also have heard something like that, that there are certain staff members that do allow students to use their codes to copy and I've seen quite a few students up here making copies on the machine, so I just figured that maybe student do have access to the copying machine

By a staff member? Ok, but I think the 2005 class had

Is it?

The last six months when we were at Coronation doing Paeds they gave us 4 copies and we'd have to sort out you know the rest for each group ?? but from the beginning of the year, they used to give us like one set of notes between 40 people

Now still on that topic, pertaining to the patients and how to book patients or how to contact patients what resources do you use?

??? you write the request to the Reception to get you a patient and then it's up to you to follow up and also most of the time you end up using your phone because you'd be like in the queue hearing that music from the switchboard

??switchboard

??If you are willing to wait long enough, if you wait long enough you may eventually get a line ??

How long is long enough?

??sometimes fifteen, twenty minutes ?? you can be on hold for ?? before you get to someone

Most of the time you usually give up

Yeah

I use my cell phone

??Eventually something comes up or it's the end of the session and ??

Yeah, coz that's what I was thinking, that if it's between sessions, by the time you get an answer it will eat into the next session

?? Sometimes it is quick, sometimes it is immediate and sometimes you just wait for ever

?? My patients the night before

?? That's the easiest

So those students that don't have access to outside phones are in trouble?

Yeah, ?? you get to your session and then ??

Yeah

Yeah

?? you lose out

And has the student council taken it up at EDUCOM? Or let me put it differently – how have your concerns been taken up, your study, your learning concerns up in EDUCOM, coz there is student representation at EDUCOM?

?? It's through the Council, but the thing is we never like get feedback from them what they have taken up or

?? We ask them, and we ask them: what is wrong; ?? do you have any problems, can you write down a list of what you'd like us to complain about

The only time was at the end of last year when we were arguing about ??

Yeah

That was, that was the one time where we had a proper discussion

Ok, so there is no mechanism whereby the students sit with the Student Council to address the issues? So how then does the Dental Student Council come up with issues to discuss with the School's management?

Probably what they think or get at the individual complaint ??

Ok

You know

So if you don't if you're not in with the or if you don't talk with a member of the council

??Your concerns are not taken

Ooh, OK. Uhm, with respect to the teaching, how are the teachers and how is the teaching?

In Prosthodontic s?

And others, just expand it, but focus on Pros though. Because, uh now the the emphasis is going to be on how you apply what you've learnt and do you think that you're prepared somewhat or is there ?? feelings of trepidation or, you know

Uh with Removable Pros you get uh good grounds for Removable Pros, with Fixed Pros we've done half a year so far what I've got is like most of it I'm Ok with but some of it I'm not sure about

Yeah, I feel a bit anxious ??

?? so quickly and I just feel ?? just moving up to the next thing just to get it like with regards ?? so uh (laughter ? nervous?)

Seriously! This sounds horrible but that's what some of us try and do, you know.

Yeah

So

Like even now this week it's

Is it?

Yeah

?? Removable Pros

Now how do you think you could help yourself with that feeling given that now you have to get into the Clinics and apply what you've just learnt? Comparing..

?? Definitely the numbers ?? we're all gonna have to cope. Seriously.. No matter what we did

Once you've done, or gone over?? maybe you've done it maybe once or twice maybe we'll feel a bit different ??

?? Depending what changes or you get into it in the clinic ?? Maybe the feeling will change

Yeah, I think it's the initial breaking the ice that's all you can do I'm afraid

I try, I try

With Restorative Dentistry I mean when we were into Third year we didn't know how to give a local anaesthetic injection, I mean we were all very ???

?? Eventually you get used to it and it just comes

Coz that's where I was taking it that you've had, you've had, you've been in similar uhm situations before where you've done it in Techniques and then you have to make that jump into the clinics and wouldn't you think of using the tools that you used back then to help you now?

?? the transition ??

?? In Restorative you've done it so often that you can't ?? eventually you so used to

No, but then what I'm trying say is cast your mind back to that time of your transition, transitioning. Yeah, no just so that just so that it doesn't become too overwhelming because essentially the principles are the same

You tend to make ?? as well when you are, which is not good ?? I mean you wouldn't make those kinds of errors now

Exactly

?? Class 2 amalgam. You know what I mean

Whereas 2 years ago you ?? you got an exposure I mean during a Class 2 amalgam. ??

Ok

I know but I'm saying it wasn't a case where we had to get ?? we were just very nervous, we didn't how ?? down ?? one moment

The support of the Supervisors also helps in that point like when you're beginning like the support that they are there and they're always there to help us, they always help that much as well

It does make you feel better

Yeah

OK. And unfortunately for this, for the Pros side you're not going to be working in pairs. So you have to process that and handle that.

Yeah

I think that's where like ?? a kind of fear ?? OK fine, I ought to ?? Am I gonna do it right for the patient, you know those things are, those questions are coming into your mind you know, OK you

probably just ?? you know. But usually ?? like he's saying again if the Supervisor or ?? you know. Having that Supervisor who's willing to direct you and everything you know. Not who would work for you, you know – direct you, direct

Just to calm you down, whereas ??

Calm you down ?? and then you tell yourself that: Ooh, OK I can do this. Because at one point ??

And sometimes you get Supervisors that don't have necessarily have the patience and they do get ?? shout at you and then ??

Is it? I thought Supervisors don't shout (laughter)

No, I'm just saying, sometimes

Also in Removable Pros you know the Demo Cases before we started also helped out

That helped a heck of a lot

OK

Yeah, that did help a lot

We were like OK what's the procedure to follow, we were like ?? to the Lab straight to the clinic. ?? the procedure this the procedure ?? put it together ?? OK ??

?? made a difference

Ok, interesting.

?? It made you calm and collected

And also, at this stage also uhm just to reinforce onto yourself that you've had the experience before and that you are experienced to be at that level you know just using the lessons from previously to feed into that so that it's not as overwhelming now as it was back then you know, because you you I suspect that you do interact, interacted with other senior students who have given you feedback as to how they managed or how they coped and hopefully use some of those suggestions to just ease it for yourselves.

Yeah

And uh, Ok we've talked about the scheduling and the tightness of the schedule. SPACE: the availability of space; the organisation of the space for clinics, for the tutorials, or Techniques and for self study?

Clinics I think it's OK ??

Clinics and tutorials are fine. ?? When it came to the Techniques Lab that's when we had a big complaint with our ??

Lots of heads that do not work

Model availability

Yeah

And then uh one of the concerns I suppose from the Department would be that students 1) don't look after the models

Yeah, and don't look after the instruments. So if, I think for the past year what the Department did what I've observed they did is that they gave much of the responsibility to the students – to you guys to be able to look after those things. Now when I observed at the end of the year that whoa! You know the state in, much of the state of in which the instruments are in, leaves a lot to be desired. For instance the previous years the Department took responsibility to look after and Ok they treated the students I guess like children, however at the end of year you know, the state wasn't as bad. So the thing is maybe finding a balance between those two extremes

Find out what works and ??

What works?

They don't have to treat us like children to get us to respect the equipment ?? do, you know

But at this at this level

I know what you're saying but, yeah true

But at this level where you, why do they have to ?? the professional (laughter)

With Pros they give us when we were in Pros they give us

The sets

Yeah, our sets and stuff and we own those for the year and then we've got to give them at the end of the year. Obviously that stuff needs to be looked after. So that's like our responsibility, and I don't know, I wouldn't, I don't want to think that those those sets or those instruments are being badly used or badly treated. So I think that maybe when one of you guys gave us the law ?? sets of instruments you know, then say in June sign it out this is yours you have to hand it back in and anything damaged or lost needs to be replaced that kind of thing. And then people will start to look after those things

?? you have more of an ownership when you know that this is yours, this is what you have now, so take care of it now coz you not just going to get another set

Just like for example

?? and you need it so

?? an amalgam set for techniques for restorative and they must look after the amalgam set and hand it back in. I think that might be helpful

I think so

But in terms of now the cost of replacing it from the you know the student perspective, the the the informing principle is that they will not be lost or damaged but then if the odd one gets lost damaged stolen? But on that note with respect to the bur kits how has that been for you guys – no broken, no lost thing?

No, no ??

Laughter

And how has that informed how you look after the kits?

?? that ?? expect it stolen you get more cautious you start ?? like

?? take everything ??

I've had ?? stolen from my you know ? bur kit during the week we started. That infuriates you and then you've gotta replace the bur yourself, you know

Uh, and they are not cheap

No, not at all

But you've you've been given kits before not necessarily but kits but instruments before since second, from second year and didn't didn't you have similar experiences back then that could have helped now or informed how you view safety

Laughter

Well the bur kits that we got given I mean when we got our burs for Restorative no one ever stole our Restorative burs

That's good

I think it was we were new to it and we were working in pairs we got like a kit for a pair so that 2 people to like you know sort of like you know

Take responsibility

And so like we when we were in you know ?? it was normal for me to go up to my supervisor to check what I'm doing to leave my burs on my table

??that makes ??

I'm asking myself that why would it then be different from for from before?

You have to go and put your stuff in your pocket to go and ask a supervisor

Yeah

How your cavity looks and then come back and

Yeah, coz when I asked this question I was thinking I was thinking that: OK, it probably happened with the Restorative instruments

Yeah, because like the same thing with the Restorative and Pros as well like you take your set-up you leave it and someone is there you take your set up you go you come back it's there, that never was the issue.

Yeah, that's interesting. Interesting, yeah!

?? techniques for restorative we got given 3 burs or something so you know. We also had it once a week two sessions it was on a Tuesday morning so half the Tuesday morning my burs went back into my bedroom at home, you know – that kind of thing. It's not exposed everyday

But is every week the same you know the same group that basically you are now so the majority of you have come in from second year, so uh. Anything else? Yearbook? Coz that's where it's supposed to outline the programme

I think that maybe the problem with the year book with our class in that we we didn't take the yearbook seriously enough

Yeah

Is it?

Personally I think we were at fault last year, I think definitely, with quota, with tests and everything coz I mean half of us did not know we had to do for Removable Pros, I mean we threw so many tests into the last uh 2 or 3 weeks coz we didn't even know we had to do them just because we didn't look in our yearbook. So now I think this year we can pretty much ?? yearbooks and we know what's going on so that's you've got to learn the hard way you know what I mean?

That was that's very hard!

Laughter

??Since last year when everything was

Now everyone is asking we want our yearbook, we want our fifth year yearbook!

Do we like any issues that we wanna change or like I mean discuss them through now instead of like you know at the last minute. At the last minute nothing can be done

And that's that's why it's important to have uh component reps

Yeah, because the yearbook's got everything in it I mean we just want to read it and it was huge I mean you asked me personally once or twice last year – when are your test dates, it's in the yearbook? And I couldn't answer you because I hadn't looked in my yearbook!

Uh

So you know, we have to be honest and say we were at fault.

Yeah, no. I think my advice for this year would be to, but

The yearbook

Yeah it's very informative and

It's also ??

?? when you do go in there it's always there, you find it, but it's like whether we look at it thoroughly enough. I don't think so

That's the thing

****I just want you to note especially for this year, try and you know engage the yearbook and the component reps because I think one thing that lacks though in the yearbook is the actual scheduling of tests and that needs to be done early on, you know. I thought Pros was quite good with that but having heard your views and having talked with some of your colleagues I realise that that doesn't always happen, you know. There are some years where uhm the Pros Department has not put the schedule in or made it available right at the beginning within the early start of the programmes. Ok have you seen the one for this year?**

Yes

Yeah good!

Laughter

Yeah because the other the other thing is to make sure that uh when you start engaging the other components you have that information to help so that you don't get double or triple booked coz there's only one

Reserved session, you know what I mean. Like we got one week when we wrote something like 8 tests – it was just far too much for the mind and the body

Yeah, just the general well being. So my advice would be to engage the component coordinator, not coordinator - reps once you've read through the yearbook and try get a system where you know as a class you can meet on a regular basis to discuss what's going on. So that you don't feel alone

Yes that's true. We don't normally do that. Someone to back you up and they are like tell you everything is going to be alright. We did that for the last two months

And that helped and it made such a big difference

It's like you walk in you see that thing there, it's like. Like you know that next week it's this, you're like you remember it's there

With so much to do you tend to forget, you just as you walk pass

We are learning as we go

No, that's good, that's good

We have it for the whole year

Yeah. And engage the coordinators, you know the component coordinators as well as the year coordinator and the Departments, to just make it easier you know. I guess the majority of the staff members are really there to assist and help you know. Not to spoon feed but to ease, they won't give the test paper and the marking memo (laughter). Because that's the feeling that we sometimes get that: students just want the marking memo before so that they just reproduce it and there is no thinking. Anything else, any comments or suggestions? With respect to the teaching? Or any burning issues – how unempowered you may feel or empowered?

****One last thing it's just with regards to the techniques between like I did find it a little myself not so major but, I mean some people were really from talking you hear things – some people were very disappointed, were not but they didn't like it. Some sup, you go to one supervisor obviously we should stick to one supervisor with your techniques so if I show you my onlay prep, if you look at it and you correct it every time you know, but if, we had to go from one supervisor say the next session that supervisor wasn't there you go to another one like just confusion, conflict and then we were confused. But I mean there is no real way**

There is, theoretically, because the e-books are supposed to inform how the Department is going to teach so the criteria for each procedure is supposed to be in there. So both the staff and the students should be engaging the e-books to see that that the teaching is uniform. Coz we have different ways of doing things and there are different things of doing things but the teaching needs to be, IS not needs to be, IS uniform, and you are fortunate that this is the first time that they've come out so maybe engaging with the e-books a little bit more and just expose to the sup, coz I know I haven't read the e-book so, different from what the e-book says, but you know that's one way to make it less frustrating for yourselves.

Maybe with the this year's book it will be much better coz for us we have the i-book. If you go to one supervisor that one tells you to do the thing this one way and then if you go to the other one with the same thing that one will say something different. So uh we ended up saying that: OK fine, if I'm starting on the thing with you, I'm just going to stick with the book and 1 supervisor till I finish to stop confusing myself.

That's the best

And at the end of the day most people could not finish because of that. You go through one supervisor

Is it?

Yes

****That's what I found**

Ooh

You go to one supervisor and they tell you: this is not right after all. But meanwhile maybe you went to another one and they said: Its fine!

And I think in that way

So

When you get confused in like eventually like you're falling behind and we start something new you're not ready to start on the next thing without having finished that because you're confused

Were there a lot of supervisors per session – or change, the change?

I think the least that we had was like 2.

But the change with the sessions? Wasn't it consistent? I can't seem to remember.

It wasn't quite consistent

Let's say from first to second session was it the same set of supervisors or different supervisors?

No.

Normally in the same day we got the same supervisor but when we got to stay the extra time everything changed. That's when the change came about

One different thing

OK, I'll make a note of that. But I think that the you know, you also really should try and find means, yeah some tools to make it a little less frustrating, coz we do things differently and don't take it as an offence

Yeah

When a supervisor tells you to go back to the first supervisor to get it checked if there is a difference there you know

No but you find that within ourselves as well with uh like you may do something different from the way the i-book but at the end it's the same. So it's acceptable, so it's normal that someone does different from you

But just to make the frustration less, the process, because it's the process that's the frustrating part.

Maybe for like in the future, students coming up now, you can tell them say: listen guys when you have had your work corrected by one supervisor just stick to that supervisor

What we did previously was uh specific supervisors were like in the clinics, specific supervisors were allocated specific groups so for a specific procedure

That would help, that's how it started

So that procedure was finished with one supervisor and then the change over to the next procedure a different supervisor, so that, that way you'd be exposed to different perspectives but then that was before the e-books, you'd be exposed to different perspectives of how to do different things because the principles are the same.

In the beginning we had that, remember

But the the programme wasn't done that way you see so it was just that particular group but the rest of the groups were not, yeah

Yeah

You see, so but you know, different coordinators do it differently, so the challenge is as we meet them hopefully we'll try and address them. Anything else? Nothing? OK thank you

Thank you

Ended: 4:15:40

(3:42:28-3:55:20-3:58:20-4:02:32-4:07:19)