

## APPENDIX 4.2

Fictitious names have been used throughout the interview

### INTERVIEWS STUDENTS – 2

Sarah\* - (0:47:33)

Ok, what I'm what I'm really interviewing on is your take on the curriculum and the course, the Prosthodontic course. And whether the principles of the curriculum as explained to you I guess when you started or as you're going along whether we're fulfilling them as the School and as a department – the department being Pros department. Ok. So the things that we discussed uhm with the other two were issues of uhm the yearbook, whether you it's useful, and how it helps you or does it help you; the space that you have to work in whether it you know it helps or doesn't help; the resources that we have; you know the issue with patient files and all those things.

So basically everything

Yeah

A global perspective, coz what I what I'm doing my project is comparing what we do currently with what we had planned we were going to do, to see whether we're on the right track. And if we're not on the right track how far out are we and whether we're aware that we're falling off track

Well, I think uh with the curriculum that what what we've experienced so far well personally what I've experienced so far like uhm I find ??the feedback that you get from everyone else is all negative, everything is negative and like I try to tell them like personally in the clinics yes there are problems. We are limited sometimes, uhm the time and sometimes we're not sure of the procedure we're doing and and obviously we're under pressure most of the time because the hours are so long so we're tired and we have other things going on. But it's Ok, it's not like as bad as everyone says it is. Personally that what I feel. However, the ?? subject well one subject in particular I've noticed that uhm we we like we have like one assessment for the year and that's it and

**May I ask which subject this is?**

Surgery, this year. We had you know we had a mark in June which was just a viva uhm but that mark it might count at the end of the year, it's not actually uhm, really I know it didn't count for us at the end, basically now it doesn't count. We've had one written exam which is our final exam, I think it was two weeks ago, I can't remember and an OSCE on the same day. That was it that was our assessment for the year and that's uhm I well it was quite stressful coz you don't know what what you're working it is like

**Is the ?? book**

No, so it was it was it was very stressful

**And was this outlined in the year book or**

Well we didn't we had it wasn't in the year book, but they did give us a pack that

### **At the beginning**

Yeah

### **And this is what it said was going to happen**

But we, obviously well it was the first time we were exposed to the subject. We didn't know like what it would entail and how it would affect us at the end of the year. In retrospect what we were doing like studying and everything it was it was pretty crazy

### **Because you had to go to the clinics as well**

Yes and uhm

### **I mean the surgery clinics**

Surgery uh entails like every Wednesday at half past seven in the morning we have ward rounds and we get doctors from outside coming to give us lectures in Medical School after that. I think it's on until about half past ten and uhm they don't even come to say ??

Sometimes they don't even come. But that wasn't the problem the problem was just like a proper, we don't like, Ok I know that's not like the issue, a proper uhm set notes or something. It's just like all these different doctors just come and lecture us and then, well that wasn't the problem, the problem is just that ?? this year that was what I found very bad. Otherwise uhm with Techniques we were warned before.

### **Oh by other students?**

Yes, definitely, they told us it's so stressful or whatever. But our class has really enjoyed it this year. It's been great. Uh I know that our work is not finished that we're still struggling with provisionals and whatever

### **And keeping things dirty**

But it been fun, it hasn't been the environment that we expected it to be like

### **OK**

Like we didn't it was great uhm it was really nice, still is still have quite some work to do. But it's ok. Uhm, other subjects that we've done well uhm Oral Path and

### **No the Oral Health Sciences**

\*The Oral Health Sciences and uhm we've had Medicine as well which was, it was OK it just totally different subjects to what we do. So it was it was definitely nice to have something different. But also what the problem is are our working hours. I know like we shouldn't complain and whatever, but sometimes it gets too much from 8 to 6; 730 to 6, almost every day is very hard

**And how often are you do you have a free session**

We have one free session a week

**For the PBL programme**

Uhm, PBL actually we've done only 3 this year

**Uh hum**

So yeah we were free in that time, but uhm

**But then it was allocated to PBL so you would be doing PBL stuff**

\*And when we weren't in PBL we were doing POH I think, yeah, and Uhm but the PBL that we did the I like the fact that it's every alternate week – that's nice – and it's not it's not one of those subjects where you feel pressurised coz you can go there and you can talk and just you know it's not like something where you have to study for uhm and like beforehand and like you know it's like stressful, it's nice to know that you can tell people what you've learnt and researched and like everyone else so that was OK

**Haven't you used – sorry to interrupt – haven't you used those techniques that you learnt at PBL where you can think on your feet and discuss uh a concept that you haven't been exposed to, say the first session where you're exposed to a case. Can't you use those same techniques in uhm say Fixed Fixed Pros techniques where you can, even though you haven't prepared for the session and you're expected to do something, can't you then try and discuss that to try and understand it a little bit more before you have to go out and prepare for it?**

I would think that it can apply to anything

**No, ??**

\*Well personally I've always been uhm, well my father has told me if ??? I've always asked the questions who what why and when so as we go through that like anything even when I answer questions when I'm writing exams and you go through those questions you automatically just get what you need from there and then you realise where you're at and what you should do and go and study. But uhm I don't think we actively use this. I don't actively use what I do in PBL with my other subjects, yeah. Because uhm it's different, I mean if it's a new concept like Fixed Pros is a totally new concept to us and each year PBL it's like has to do with something that you're made aware of, here I didn't even know I don't know what's a crown or a bridge before I came to the Techniques course. Basically because I've never had one done or no one I know have has had one done. In first year I didn't know what caries was, I didn't know that that meant rotten teeth, but it's fair – that's the nice part of our journey.

**Let's go back to the negative things with students – but other students – where is this negativity targeted at, is it the whole course or specific components of the course?**

Uhm, no it's the whole course uhm

### **Fourth year, the whole of fourth year?**

No, no, no, it's not fourth year we've been told by older students, that's what I mean, yes

### **Yes that's what I mean, are they saying were they saying that fourth year is**

\*They were saying fourth year is, obviously they yes yes they would tell us: there is too much of work; uhm concentrate on Pharm, Path and Fixed Pros because those are difficult. Yeah, uhm so yeah and and like they look like death because we're in third year and we have free time and all of that and you look at the fourth years and they really look like death, they are like you know like tired and haggard and I mean I mean that I know I've always been someone that hasn't worked in first, second and third year very hard, but when it came to this year after I saw that last year I said no I can't do this I have to work and that had paid off ?? and uhm

### **But it's not hard work it's working smart**

Yeah, working smart and working continuously. You can't just start cramming at the end and uhm our supervisors and our Lecturers have been telling us that part continuously, but you come from uhm School and at School it's more like easy comparatively and and you think OK if you can do Matric you can do anything and then you come to Dental School

### **My take is if you can get into university then I mean the hurdle is getting into university then once you're at university you apply yourself**

Yeah. Well any ?? no limitations and actually sometimes there aren't any I mean sometimes you can one can ?? and yeah, but then as you said the negativity came and then I mean we got the negativity from the students and the when you experience it for yourself it's it's actually not as bad as what they said actually it's not bad at all because uhm, I don't know maybe they've had that experience. Uhm, also it comes from the fact they say like uh I mean, uhm you know like supervisors would uhm ?? that's also sometimes we experience it in Pros especially coz sometimes our supervisors change and different supervisors, not in Fixed Pros in our Removable Pros, yes at the clinics, and then some supervisors obviously as you grow you get different techniques but for us we don't know yet so it's difficult, it's difficult for us to grasp everything uhm so like say when you're taking impressions and someone would say something and then someone else would say something and I mean we we've had such problems now I mean our Lab work has been sent back to us three or four times this this in the past few weeks and we're all studying for quota and that's very difficult coz our supervisors are signing off and then the technicians would tell us: it's not good enough. So that was that's another problem most students in our class face, yes

### **Uhm, so it would be more the quality of the work that you're giving to Tech to the Technicians?**

Yes, but but I would feel that if our supervisor knows what, I mean they have their work you know you know they tell us what like OK it's wrong it's wrong we accept it. But I mean they they they tell us 'no, it's fine' and then a technician would tell us 'no, it's not right' that has been???

### **How have you then managed that**

We have to retake it, they refuse, the Technicians refuse to

**Don't you then take it back to the supervisor to find out**

Yes, but I supervisors do change because some stand in for others

**Oh OK**

So then that that was a bit difficult, but I mean you just have to do it. The thing is you like, you know what at the end of the day you have to just work

**And the issue of having a manual, say in in Removable Pros, having the manual to work with and uhm doing what the manual expects of you compared uh compared with changing supervisors has that the changing of supervisors has that impacted on how you're supposed to do it from the manual**

Uhm no. Actually, for me uhm I follow the manual whatever you read up I read up before I go to the clinic, the manual helps a great deal because when you're stuck, you don't know what to do and then and then all of that so yeah, it helped me and and those supervisors that are against the manual I've never experienced that, but I know that some people have uhm. In partials I know that uhm the person that wrote the book uhm when when one of our somebody in our class was using it according to the book exactly the book was out and then uhm Prof said Prof said uhm 'why are you using the book?' and then they say 'but it's our prescribed book' and then he said 'well you don't need to use it if, sometimes it's wrong' and so it was that was very confusing, but I mean I've never experienced it, yeah

**I'd find that confusing ???**

It was actually

**That's the prescribed book**

Yes and that person has written that thing and then the same person says 'no, your work is wrong' and then you say no but here it is written here and this is exactly as written in the book and then they say no sometimes it's wrong

**Oh, interesting, interesting. OK If you go to focus on Techniques – Fixed Pros Techniques – now and the space you know the physical space that you have, what are the problems or challenges that you've experienced**

Uhm, yep, oh yeah and then uhm the place is that we're there all the time we feel negative about it because we're just so tired of it but uhm if I find a working space we can manage it's not it's not ideal I mean I would like to have more space I mean everything available to each student without having to share without sharing and all of that but uhm I think I don't actually find it problematic, however, the heads are a big problem and uhm sometimes the footswitch (??) doesn't work and air doesn't work and handpieces don't work and

**The footswitch is short; you can't position the head were you want**

And the lights, the lights have their problem uhm and uh well sometimes the Bunsen burners don't work, but we don't always use the Bunsen burners

**Given that the curriculum is supposed to empower students to address these issues with the School's management and in this case because it's educational things, with EDUCOM, and that there is student representation on EDUCOM has the class ever felt the need or seen the need to address those kind of issues at that level – do you know?**

Not that I'm aware of

**Is it?**

I mean I don't I don't recall ever us ever doing that

**Is it?**

Yeah

**And what what feedback do you get from the student rep on EDUCOM for your class?**

We don't actually get any feedback

**Is it?**

They I mean they just say that the EDUCOM meeting is coming up uhm does anyone have any problems to address, but I don't know of any problems that have been taken up or anything

**Is it, they are not taking that Lab thing?**

Uhm, not that I'm aware of

**I suppose it's because it's longstanding and from historically, maybe other students have, other classes have brought it up and much has not changed**

I don't I don't

**Ok. And still on resources but not uhm not focusing on techniques, looking at the patients' side and clinics – issues of files. Ok issues of patient files (phone rings). Yeah**

Uhm, patient files are a big problem. When they get lost it's so frustrating

**Have you experienced it?**

Yes I have

**This year**

I have experienced it, yes

**And how did you?**

Uhm, the well not in Pros but in Restorative, uhm the files just get lost and then they give you a duplicate and then all your documentation in there is lost – the radiographs, uhm

**Do you make copies for yourself?**

Uhm, not of the radiographs

**No, of the procedures**

Yeah and the treatment plan. We do actually need because we've learnt the hard way when the files get lost

**And what does the Restorative Department advice?**

Uhm, they advise us to actually uhm make copies. But we've just taken to uhm writing it up and everything and uhm and then just going and making copies but, going and making copies all the time another thing is the copier doesn't work downstairs that is very difficult. We have to take our own paper which I guess if resources are very limited, then we have to, but uhm it's not working in the uhm where the Technicians are in that place, they say it's not working, and then we have to go and ask in front. Sometimes we ??

**(laughter)**

But sometimes she actually does make copies for us. That's that's very difficult

**I find that notice intimidating for myself!**

And then we have to go uhm Medical School which is so far away in order to make copies

**And you have pay**

Yeah we have to pay. But it's just that that inconvenience. It's a huge inconvenience. Sometimes I personally I know shouldn't do this, but I take the documentation out until I've finished with the patient. I will, I write it up – everything, the supervisor signs it and then I put it back in when I'm done, because uhm I can't afford to have it lost. Yeah. And uhm for Pros, those yellow files, uhm

**Uh hum the partial denture files**

Yes, sorry the partial denture files we don't, we keep it with us.

**Uh hum!**

We keep it with us. We we don't we don't mind handing it in when they ask us to we give them, but in the meantime it's very very difficult. I mean, it's like in Resto if you're doing endo and you're writing up and then you finish, Dan wants to close at 6 and then you have to hand the file and then you have to continue ??? and you can't find the file, you don't know what's your working length, your master apical file

**It's too difficult**

So uhm, that's that's the big problem files, finances and then it comes up to 8<sup>th</sup> floor and it ??? gets lost, they say that, files are continually, then I don't know what happens to them

**My my suggestion would be, I'm just thinking on my head, that that you know, if that's a real concern maybe get a get a book, you know where you're going to, or a file, where you compile your own records so that for each patient you have that file on you and everything that you do, you record on there**

Now that we're talking about it and thinking about it but it's just that everything ??? don't actually sit down and think about it ???

**Coz the only the only thing that you really need to have a copy of then would be the signed approved treatment plan**

Uh, yes, I think that's that's that's a really

**And if it's in an arch-lever or if it's in a file of everything all the clinics that you do you know, it's easy enough to carry coz it's not too huge a document to have to develop**

I think that's that's actually a good idea

**Laughter**

**Uh, I'll advice that next year. You know. I'll advice my class to do that that for their patients they make copies of the the initial history and the treatment the approved treatment plan**

I don't know whether this is relevant but uhm this is something I I remember as a class we found it quite like a problem when when uhm when we have a lecture and then the lecturer will give us a pack of notes and then they say distribute it amongst the class. That sometimes gets too much coz we have so many subjects all the time I know that we shouldn't be talking about costs and all that but as students sometimes it costs a lot of money

**Yeah**

And we're not working yet so we don't have that money and our only place it comes from is our parents and some of us are not lucky enough and and so that's very difficult. I don't know whether because I know in our fees statement it does say notes and all of that

**You pay for that**

Yes we do, we are paying it but some we just don't get it

**I thought I thought the School's policy was that the departments would make copies available**

They make four they are there's four groups you know so they make four groups then they say give you four copies and they say like

**But don't you have don't you have the option to go up to each department's office and ask the secretary to make copies?**



Not that we've been made aware of, but if that's then then that we should have done that, but I didn't know about that

**See these are the kind of issues that would then need to be raised by the class reps on EDUCOM so that they make the School management aware of the con the issues that students have so you know so that a workable solution can be reached**

Well, I think that's an important issue, yeah

**Uh, it is coz my next my next question or my next uhm discussion would be with with respect to making appointments for patients. How do you do that?**

Uhm you, we well, for Pros we apply at the front and we I I that's what I do. I I know some people go to the book and then they book what whichever patient looks suitable for them and well I don't do that because it's in future it's going to be difficult, perhaps ?? who's going to work in your practice

**But you also also for you have to select according to what it is that you need to get out**

Yes, no but that's you can't you write what you need removable like upper and lower full/full; partials, you are given that option so you do it we do it, but some people I know choose according to like uhm if you're H1

**H1 or H0**

**Laughter**

Whether you're H1 or H0. I know it's difficult. I have an H1 patient, it's really difficult she can't afford, I can't afford to deliver it to her so she said only next year so obviously my quota's not going to be met. But this is the patient and this

**And then have you made the supervisor aware of this and have you made a note in the procedure so that at least it's there**

Yes, yeah I have

**You cannot be thought of as shirking your responsibilities**

Yeah, I have that

**And then how how then do you make appointments for patients – do you use your own phone or do you use..**

Yes. The clinic, that phone they don't answer, the

**Switchboard**

Switchboard doesn't answer, uhm now I am aware that they're they're not busy but like this week I've noticed ??? I try to phone my patients for attending ??? asking me but if it was correct usually it rings and rings and rings. I just end up using my own phone

**But that also now then adds on to your costs**

Yeah. It's really, it's very expensive. Uhm and some patients' uhm don't have cellphones they can only be reached at their work place of work I mean. We can't send an sms that's so unprofessional so we do have to call them and it's really expensive, it does add up.

**And the EDU, the class reps on EDUCOM?**

Uhm, I don't think we ??? as a class because also in the class some people can afford it and some people can't and and I'm sure the people that can't I don't know but I don't know whether like the people that can't would say you know what I can't afford this or whatever. I I don't know

**So as a class do you do you sit and discuss the issues that you have as and when or is there a regular time that you meet?**

No, if something happens then we discuss it as a class. At the time I must say we are we are very we stick together and we do yes and if something happens we we try and resolve it and uhm yeah, we don't have problems in the class, we can talk usually. When something comes up we do talk about it and obviously there'd be differences of opinion uhm but yeah we deal with it

**Ok**

And we so write letters if we have a problem like uhm like with test dates whatever, we will sign as a class and then we will say please can we you know, but we we don't actually fight or anything like that

**Ok, uhm with uhm the class's uhm relationship with supervisors, are there any challenges there, is, as a class member are you able to approach any supervisor whenever you have issues, whenever you have problems and you don't have you don't understand. So there's nothing you don't feel intimidated to go to anyone and ask..**

No

**OK**

But uhm obviously when it comes to the professors, whichever professor they are, they're still professors obviously???

**Laughter**

**Why?**

They know so much. It's not a more like fear, it's just like they know a lot, I don't know. Yeah, they are approachable all of them are uhm everyone. You do hear from the older ones. A lot of the fear is from the older ones ??? you do hear from them that 'oh this supervisor are', but I I haven't found a problem basically

**Keep an open mind**

Yeah

### **And experience it for yourself**

Because you have to otherwise you'd be so scared all the time

**Uhm, uhm**

And then you learnt for yourself. If some, I mean I'm sure I haven't experienced it but I'm sure, like, if there's someone that's not approachable, I don't know, but so far it hasn't been

**But the thing is to be mature enough to know what it is that you need to find out and approach the relevant people in order to sort yourself out**

Yeah, and also you can't go and just stuff around and say: I don't know that to do, you have to have some idea about what's happening. I mean we're already in fourth year so we should know something

**But also the the curriculum is such that you need to be self learners**

Yes

**You know, you need to take responsibility to find out for yourselves and if you don't understand anything then know where to go or who to consult in order to to**

But sometimes Dr Mokgadi, it's the time, we we don't hardly have the time. I mean we finish at 6, we have to go home, most of us are live away from home, we have to cook, clean, read and sleep as well as studying and doing assignments and

**And lunchtime you want to just**

Yeah. What do you do with a week where I had like nine assessments or tests uhm whether it was practical test and written test. Nine in one week! And that week we had lunchtime lectures as well. It was crazy, I don't know like every it was just bombardment and now ok now it's over, so in retrospect I'm like I can't remember how stressed I was but I mean it was bad.

**But isn't that supposed to be I well, my understanding is: that kind of issue is supposed to be handled right at the beginning of the year with the yearbooks where all the assessments are mapped out**

They didn't. They're not. That's that's the way it was. The problem we experienced, especially that nine week uhm nine test week uhm it's just that at the end of the time it just comes where your your lecturers tell you. I mean they think that they they doing, no they think that they're doing us a great favour by saying decide as a class and you have to write a test, decide as a class; and then Ok, that's fair enough but we have like say 4 weeks left in which to do so many assessment, we have no time! We, literally we wrote at ten to seven in one morning in Radio coz there is no time to write it

**I understand, was it your class that came in on a Saturday to write**

Yeah

**The Radio test**

Uhm. It was the sup or the final or something, yeah. But I mean there's there's just no time to schedule tests. I mean wrote during we write during lunch, we write in the mornings

**You have tutorials at lunch**

Yeah

**You have tutorials from 6 to 8. You still have the 6-8?**

With Maxfac

**Is it next year?**

I don't know, I know last year the fourth years had a 6 to 8, but I we didn't have one.

**Uh, I think they've stopped the practice.**

Yeah

**Ok, uh interesting. At then the issue of continuous assessment right. Are you benefitting from it and do you see any need for continuous assessment or would you rather prefer the blocked out time**

Continuous assessment works fine, it works wonders because otherwise we would leave it

**Honest**

You know, I mean most of us, we have so much to do if we had the free time we're not going to take that time and say: OK for a test that's in a month or at the end of the year and start studying. Personally I wouldn't do that, I mean continuous assessment, I mean and then at least you're kept you remember things better, I mean continuously when you're being assessed you go through the stuff more times than you would obviously like when you're writing at the end of the year. I find it works for me

**Uhm. And do you think that the BEST system in the clinics helps with that?**

The continuous assessment?

**Uhm**

Uhm, I don't see how they're related?

**In the sense that you are graded with each sessions**

Yeah

**And the supervisors are supposed to engage you to check whether you understand what it is you're supposed to be doing for that particular session**

Yeah, yeah definitely. I mean the BEST so far it's been fair uhm, but what I really like is where the supervisor, you can always query why and where did you go wrong! It does always happen because

at the end of the session you're really busy packing up and all of that. But if you do query some the supervisor will tell you this is where you went wrong, next time

**Don't you get supervisors that are not interested in giving you feedback but just giving you the symbol?**

Uhm, no.

**Ok**

Uhm but but I don't always query it I mean sometimes you know you deserved an E and not a B because you did not perform at your best and yeah. I don't know about Ts, but sometimes you deserve it coz you screw up majorly and you know what you've done wrong

**Uh, are there times when you think that your supervisors have uhm assessed you more lenient than you would have assessed yourself and would you bring that up with the supervisor to find out why**

I don't think I'd bring it up

**Laughter**

Give me any good mark

**Laughter**

But uhm, actually no I haven't though I I I've had supervisors that have always been fair

**Ok**

They have always been fair. I wonder who ever ???

**Ok, well I guess one wouldn't really bring it up but sometimes you want to know why they think you deserve the mark that, whether it's a low mark or a high, why they think you deserve that mark so that if you thought that you didn't deserve it, was too high, then you'd know how to the pitch yourself and as well**

That's true, and also I another thing that we found uhm , it was like uhm it was last year they have a certain ranking thing , I don't know how it works here but uhm I know like certain supervisors have I don't know, it's like a formula or something that they have, but I know that like our supervisors are regarded as strict ones for our group uhm and then I know that the Group 1 their supervisor they had like the more lenient supervisors and uhm we all had Bs and Es and all of that but and that's weighted I don't know it's weighted per supervisor?

**Uhm there is a formulae where the marks are Rater corrected so that you know the the lenient supervisors are balanced by the strict supervisors**

Yes, but that was quite unfair because I know like our marks were very high but I know that we did work hard. But I know that Group 1 works equally as hard and I know that they are also they can be

they can be better than us also in some areas I'm sure, but because of their their weighting or rank or formula or whatever, I know that they had less lower marks than us. They were quite upset.

**And they did bring it up?**

I guess we've just learnt to just accept it

**Why?**

That's the way it is

**But the curriculum empowers you, well it's supposed to empower you to bring these things up so that at least you understand**

Yeah

**What is**

I I do know that some of them went to query it with how they were scored and then we they were explained this is how how uhm the formula works

**Ok**

And all of that, But uhm I was on the other side of it but I still found it a little bit unfair coz some of them did deserve it. I mean I got higher marks than some of them and I know that clinically some of them are better me which I accept and I feel that that was unfair towards them

**Uhm. Ok. Interesting**

Uhm, how is it uh decided who is lenient and who is stricter?

**You know I don't know. Anything that is to do with maths, at this point in time I don't, you know I've got this block against. But I know that the BEST system has a formulae to work that out so that you know the ones with uh lenient supervisors don't get the benefit of that all the time and then the ones with the stricter supervisors are not penalised all the time. You know so, and also remember that the BEST symbols themselves have certain weighting so that takes that into account as well**

Uhm that seems like a far away thing

**Yeah, that's the package that the the package uhm issue. I suppose the School decided it works, it would work well for them. Ok. Any other things?**

Uhm, no it's just that at the end of the year we're very very tired! Yeah

**Now, if we go back to the PBL. How has the PBL programme helped you with the rest of the course? Or not helped you?**

Honestly, I won't say that it has helped me with anything else that we've learnt uhm, first PBL I was with you Dr Moipolai, I was in first year uhm

### **The Greek lady**

I I I really I really enjoy PBL I like it I like going there I like learning of things that we we wouldn't normally learnt. But uhm it hasn't really helped me with anything else like that

**Ok**

Well last year we learnt about squamous carcinomas and this year we learnt about it in Path, so it does sometimes does have some linkage or whatever, but not greatly

**Ok, now the fact that in next year you're going to be getting the case the case-based sessions for PBL to do the treatment options or management options whatever they decide to call them, do you think that it would be beneficial for that stage in your life because you'd be in the clinics most of the time having to treatment plan each case?**

Yeah, I would think so. I don't know what it's about like

**You haven't talked to the senior students to find**

Well they haven't told us anything, well now that we'd like to avoid them, I think all that negativity ?? But uhm they uhm I'm sure they because I mean after this we're going to be out on our own I mean we have to we have to learn to do it ourselves now, so I think that would help it would help in the clinical situation a lot

**And you would have to be integrating all this**

Yes

**This information that you've had for the past four years**

Yeah. Some sometimes it's difficult to integrate things like uhm especially when you're in it, like now when we were **in Path** and **in Pharm** and then it's not sometimes?? that you bring everything together and it it was difficult at first because everything is in compartments and but now that at the end of the year when you've finished the course and you understand the way everything fits then it's OK. But uhm that's what it would help to integrate it to learn well to have more opportunities to integrate stuff.

**Ok. What would you say was your most memorable experience this year with the course?**

The first time something was signed off

Laughter

**No! Why?**

It was so frustrating at first to I didn't know, well I did know what was going on I knew the basic principles and it's just to get sent back to do it over and over again and when it got signed off it was the greatest feeling ever! But uhm it wasn't like the other day I delivered my partials patient, it was – for me it's memorable because it was job satisfaction where I delivered, well I didn't deliver it it was a try in and I showed her what it looked like and she she had many medical issues and she hasn't had

teeth before and now she had them in. She was so happy! She was like dancing in her chair and she was so happy

**How old?**

She's uhm about yeah she's forty years old

**That young**

Yeah she's very young and I mean she she was ecstatic and I she had been complaining coz uhm it's hard for her to leave work and her boss has been taking money out of her out of her pay because she comes to us to the clinic and all of that. And she's the one where we had to repeat all the all the impressions on and it was frustrating and now that she saw it and she is so happy! She it's it's so nice to just finally be that 'you know what, you are making a difference' and that and that is that was the most memorable

**And the worst**

Uhm, I failed some things but I can't remember what

**Couldn't have been the worst, if you can't remember what it was!**

Yeah, it wasn't it wasn't as bad this year. It wasn't. I cried a few times because of the frustrations, you know, it just gets too much

**Patients or**

No

**Assessments, time?**

I think I failed Perio or Oh no I failed Paeds and Restorative. I was ??? repeat the test and it was like the world's easiest thing ever! I would be exempt from everything but writing this Paeds test and it was so it was just too much

**But, but you wrote it, how did it feel?**

Uhm oh no! It was fine it felt OK but I know that we had lots of other things happening at the time and I didn't give it enough attention and all that, but I know that. But it's just frustrating to be one of those that are sitting and writing when I could be using my time for something else. And I thought you know what and I cried for that as well, but it was. This year has been relatively quite good

**That's good. Especially coz you doing uh next year is the last year**

Yeah

**And this year has been chock-a-block with assessments**

Well, this year I just we I came into it feeling scared because of everything

**Oh you were mentally prepared**



I was mentally prepared and that's what helped a lot and I noticed that with my friends they hadn't been as prepared and they kind of we do have lots of fun I mean we do go out. You have to make time for yourself, but there are certain weekends where you just want to say you know what I can't and some people don't know where to draw that line. So that's that's what helped me this year

**So you're more mature**

Laughter

I think it's time to grow up

**Laughter**

Well really we do stupid things like one day after Fixed Pros when we left the Lab it was 6 o'clock, it was Monday we were tired so so tired and we walked down – you know that little cart that goes around the and it peeps at you we found it charging in the corridor, going to Medical School so we unplugged it and we pushed it to the next to the next outlet and we closed the door behind it so that people who ever passed there would think that it was stolen, but we didn't push it we put it in neutral and we laughed so much it was just so great to relieve some stress. It was just so funny!

**And there was nobody to say hey what are you doing**

It was just so funny, it was just so stupid but it was just one of the things when we needed to let go. It was very dumb now when I think about it

**But I guess it was a stress-reliever**

We laughed so much Dr Mokgadi, we were doubled over laughing and it wasn't that funny

**Well at 6 after Fixed Pros you have to??**

And you get tired,

**It is tiring**

I know. But but I needed a DSTV so because we don't have DSTV we get Desperate Housewives on Mondays on SABC 3 so that was the greatest way to end the day and ??

**Uh**

but uhm yeah it's been OK

**OK, thank you that's been enlightening, thank you very much**

Ok Dr Mokgadi

(ended at 1:30:46)