

APPENDIX 4.3

Fictitious names have been used throughout the interview

INTERVIEWS STUDENTS - 3

Priscilla - Started @ 1:30:48

Oh yeah, its' going. Now what we what we talked about Come closer, so that hopefully your voice will will get there. What we what I'm really looking at is your experiences of the curriculum especially looking at Prosthodontics and seeing whether what you learn in PBL you're practising it or it's being translated into the Prosthodontic curriculum. Now things like small group teaching; the inter-activeness of supervisors or facilitators or lecturers whatever you decide to call them; and your own experiences with the curriculum

Ok so basically whether it's uhm what we are whether what we're learning in the clinics and our structured courses being carried over to PBL or either what we're learning in PBL is being carried

What you're learning in PBL is being translated to, the principles of PBL are being translated to the component learning. Just hold on. Ok what whether the principles that you get taught or get exposed to in PBL are translated to the component teaching and learning – not the content of the PBLs themselves

Ok principles as in general principles like patient handling

Yes

Integrating everything

Integrating everything and uhm being more being more able to interact with the supervisors and not fearing them, getting constructive timely feedback with respect to your assessments or the way you your performance is during the year and things like that

Well personally I do feel that you build up more of a relationship uhm with your supervisors in PBL but I never I've never been in a system where there wasn't PBL so

OK

So I don't know how

Looks different

How it would be different. Uhm

Ok

Uhm if we didn't have PBL but you do mix with your class mates especially in first year during PBL and your supervisors, but I don't know if PBL if it's only the PBL system more or if it's the Dental School is such a small school we interact more daily anyway with for our supervisors and uhm as far

as the curriculum uhm well coming from first year, PBL now for me is a more constructive exercise than it was earlier. I know that that the full point of PBL is to stimulate your learning and to make you find out about things that you've never heard about before but personally I feel I can I can enjoy PBL more now than I have more knowledge

Uhm

And that I can apply it to situations I've been in and when I read something new I can think: this is what I should be doing with my patient or oh yes that was that was what was happening with that patient or in that situation whereas in first year I was kind of just feeling around not knowing what it was about

Ok

Just reading it up and reciting it basically

So would you would you say that uh maybe the PBL program then needs to start in the first year or later on

I I think it can start in first year but then I think it should be more structured towards what you do in that year

Ok

Because I feel it would be more constructive if it's it's not a revision but almost like uh you've already had the structured lecturers in that and PBL then you already have that interest you already have that background knowledge and PBL just uh encourages you to find out so much more and interesting things and things you didn't have time for in your structured course, things like say last year we were treating patients but we hadn't learnt about bleaching yet

Good luck

No no I think it's just realising something

Ok, and then Ok now with still with the with the curriculum you are handed yearbooks at the beginning of each year how have those helped or hindered your progress

Uhm

Or are is it are they of any benefit

Uh they are of benefit

How

The problem with yearbooks that I have found, if I can be frank is the supervisors, is that it's it's not always adhered to by the course coordinators themselves

Ok

And then it's it's September uhm they'll add something that wasn't in the yearbook because as far as I understand it the all the test dates and everything has to be organised say in the first

Two weeks

Uh two weeks – six weeks – or something like that and then it's put in the yearbook and then you sign for the yearbook to say you agree with that and then where you agree with the yearbook and then in September the yearbook is changed or the course coordinator decides no they want to put an extra test or something like that. And I know a lot of times uh it's both ways, it works both ways a lot of times it's the students that request 'can we change this date' something like that

Uhm

So I think the yearbook is good just to know what you're supposed to be doing from the start. Basically: you have to pass these components, this is how you have to pass them and you know what to expect

Ok

But it's I don't know if it's working in terms of the scheduling and and in terms of actually what happens in practice at the end of the day

Is it a lot of components that uh change the or add on to the yearbook later on

Yes, especially in the OHSC

Because the yearbook is for OHSC not the other, the non-OHSC

Yeah the other the other well I don't know about whatever about the others but with the yeah a lot there's a lot of change

Is it

And sometimes it's on the students' request. Like sometimes we just want like when this year when we were writing say eight exams then we asked 'can we rather have a three hour test than two one hour tests in two weeks' coz we don't have the time to write it. But yeah it does change a lot and it tends to become very confusing for the students and you kind of at times you don't know where you are and stuff like that

If the request is asked for by the course coordinators what hap is there a lot of that happening where the course coordinators ask to add on anything?

Well usually they don't ask usually the tell you

Ok

Uh this is what you need to write another test you're doing it at eight

Oh and then it wasn't stipulated in the yearbook

Yeah it's not it's not always stipulated in the yearbook. Sometimes it is and there just wasn't time during to write it and then they ask to fit it in the last three weeks but sometimes it wasn't stipulated

Can I ask which components, coz I'm just thinking from the Pros side so far my experience has been that all the all the requirements the assessment requirements have been put into the yearbook with the stipulated dates as to when they should be

Yeah when they should be

Finished, however, the the only the alterations have been from the students side requesting extra assessments

Yeah

Because of a failing

Because of

A failing mark

Yeah, or because it's it's basically, I wouldn't single out one,

Ok

I wouldn't say just Pros or just Resto and and it's not that it happens every day it's just it tends to happen near the end of the year where

Ok

Where it's kind of like everything has to be done now especially, I saw especially in fourth year with us it was just yeah. But uh it's it's general. I wouldn't say it was just Pros or just Resto or just Radio or anything

And the scheduling of the assessments were they were dates were dates put to them at the beginning of the of the components or the course or the programmes or was it that was it incumbent on you guys to agree with the course coordinator

Uh well

Regarding

For some courses it's uhm the dates were put, and for some uh it was it was they discussed it with us and asked 'you know what, what dates exactly' and for some courses it was scheduled at 630 on a Friday morning or 7 on a Friday because there is not time in our timetable or on a lunchtime or on a Saturday or we would be writing three exams in one day you would be running from one test to write another test that was scheduled in a lunchtime, so things like that so

Uhm, interesting! Now with respect to the resources that we have, how have they impacted on your studying, things like having to book or have to book patients or who books the patients, if it's

you do you use the University phones I mean the Hospital phones or your own phone; the space in the Lab has that been frustrating or good?

Well Ok, uhm what's frustrating sometimes in terms of resources in terms of materials and things is if you have to come in your own time we have to come in extra, and and you don't have models or there isn't enough Snap or there is not enough acrylic and then you have to ask ask in the Lab and then then it takes you an extra hour of time which you don't have to do work that you really should be doing because you're running around looking for

Stuff

Or for something, small things, small things that hold you back, small things that you just, where you have to sign out an Ash 5 OK you can sign out an Ash 5 but you can't find the person that you supposed to be signing it out with which is understandable or uhm

Don't you get uh issued with instruments in BDS 2?

Yeah we do. Ash 5s we do, but like general little things uhm uhm just to say something like that that you have to sign out for. It's like general it's not it's and it's across the board it's kind of and uh things like

Models, models

Yeah models

Teeth

But yeah well, teeth, obviously but teeth are more uh. Yeah if you ask for the fourth 11, they're not going to be an issue.

Considering that it is a training, this is a training programme and uhm you are expected to make mistakes so if they're putting minimum numbers or maximum numbers that you can't have more than three of a particular tooth

Yeah, that was *quite* especially in the beginning in the for my first say inlay that was a problem because you're stressing so much about getting a tooth to do it on because you could only do it on a 36 only do it on a 26 or something and you can't go and ask for it because you only have three and you've already tried three times and you've messed it up three times and you are learning with every try but it's not at that stage where it can be signed off yet. And then you're stressing because you're thinking: 'well I'm never having this signed off' and then that adds on to the thousands of other things you have, it's like something else that you have to deal with but

Apart from just the learning

Yeah, apart from learning, I mean, you're worrying more about something like getting a tooth to practice on than actually just doing it sometimes because there is limited numbers and resources and, and things like that

And has has –sorry to interrupt – has the class ever sat together to discuss these kind of concerns and brought them forward to the course coordinator?

The thing is we've been experiencing this from first term and it has been talked about talked about by *every* DSC.

Oh

To *everyone*. It has been talked to supervisors about by the time you get to fourth year you've given up. By the time you get to fourth year you're like: 'I'll try and handle it'

In the best that you can

In the best that you can. Because also we understand that it isn't always the supervisors' fault. I mean, they get given a certain amount of things and they also have to organise the course, they try teach us and they try and help us as much as possible but they're also stopped by factors like money and ,and

And what does EDUCOM say coz you have student representation on EDUCOM

Uhm. My personal experience – I'm on the DSC and I'm President and sitting on EDUCOM. My personal experience of EDUCOM is that it's not really effective and uh the concerns either get I don't know shunted around or it doesn't really get heard or nothing really gets done. Uhm, especially we had an experience this year when the second years and last year when they *really* had a problem they, they were stressing and there was some, according to them, some problems in their course and they had to go to EDUCOM, they had to go to the supervisor, they had to go to uhm to the course coordinator, and some of them got what they saw as victimised

Oh, in this day and age?

Yeah, well some of them got sued, or she she told them that 'these five students I'm going to sue' and I I mean I don't want talk out of

Yeah

I mean it's not this one person I don't know the situation because I'm fourth year and they're second years. But for them that was very stressful and that was it was hindering their learning in a way that they're stressing about something other than learning. Stressing about handling the relation the system or handling the supervisor or handling of materials or something else other than learning

Yeah. Interesting!

Well I think very frankly

No well, please do because it what's going to happen with the the uhm information that I get pertaining to the curriculum is going to be presented to the School so that any limitations and shortcomings hopefully the School tries to address. Obviously without naming any individuals coz that's not the point of the the of the project. The project is just to see whether what it is that we want we said we were going to do we're we're realising it

Yeah

Coz one of the things that's come up with the other interviews is a question of having to use your own resources, your own phones to book patients

I do that all the time

And having to keep files because of the mishandling of files in the front

I mean I keep my I keep the files. Our supervisors tell us to keep the files because when you're an hour late starting your patient if you have a 4-6 session that's a problem. And if the patient has to go home and everything and then I mean I've often duplicate files I think for at least every other patient this year, where I've had to open duplicate files for. Because if we have a 4-6 session like in Pros, I had a 4-6 Monday session or Tuesday session and the accounts is closed

Uhm

And then the file is in accounts and you can't treat your patient without a file, so then it has to be duplicated or so you may as well keep it

Aren't you advised to make copies of those files if you can get a copying machine?

Yeah, uhm, we're lucky even now now we can use the one in the

Lab

In the Lab which helps so much because as Dental students I mean we even get teased about it we spend *all* our time in the library making copies – every single lunchtime we'd be making copies. Uhm because usually we get given one copy per group that is one copy for every ten people

And you have to make your own

You have to make your own and sometimes it's stacks and stacks and stacks. I've made, I mean the people place know my me by first name because we spend *all* our time just making copies to try and hand out. And and uh so it helps now that there is one, but

But haven't the departments put into place a system where student copies can be made through the department?

It's it's supposed to be like that but uh (sigh)no one knows about it and

EDUCOM?

And uh yeah well the secretaries here they won't allow you to make it. So what's happened with us: I was the Path rep, I was Oral Path rep and they would get give us, Path generally doesn't give notes, so they gave us also one copy per uh some of the lecturers, and uhm Prof Green and Prof Andressen said: No it's fine they will vouch for us. Yeah

Uhm

But it wasn't official

Is it?

And, so they vouched for me here and I said to the secretary is asking me no you can't; they're telling me I can't do it and I said 'No, but Prof Green and Prof Andressen said that they'll vouch for us and we can do. So I made it for Path, but for every other course; courses like Surgery where there were tons of notes from you know, we had to do it ourselves and lots and lots of of uh of course where we had to make copies for

And are these concerns brought to EDUCOM?

Uhm, I don't know about this personally, I think Fatima has has brought, this copying thing I think, we've been, that that has been brought because we've been complaining about it

Since

Since first yeah. Although it does get, well by now we're at that stage where we don't even ask anymore we just do it, yeah

Because you pay for course notes and

Yeah, but we don't, they, well we get one copy each and sometimes we get load it from a flash disc from the lecturer's

Ok

And we print it at our own cost and I mean a copy costs a lot yeah

Yeah I know it does. I did a lot of this as a post-grad student – photocopy – Yeah, that's interesting. Anything else with respect to resources and materials?

The only other thing that really was a bit of an issue is uhm the 4 to 6 session. We had a 4–6 session for Pros

Removable

And, yeah, yes for Removable Pros and if you do an alginate impression you have to pour it immediately and I mean you get chased out by the guard basically so you can't pour it yourself and the staff, the technical staff, leave at 4, so even if you try and do it fast and you're done by 430 you have to do it but your patient is still sitting there, things like that I mean that was really, and people keeping it in their fridge, taking it home, keeping their alginate impression in their fridge. Stuff like that happening because you you don't know what to do I mean you're being chased out and and something like remove uhm removable dentures where even your secondary is alginate.

Uhm

I mean, it's and you have to send it over to the Lab, you have the next patient, then you have to go pour it because the technical staff they're not there, they don't work overtime. Things like that. And

you can't get your patient in at an earlier time because you only have a session at form 4-6. So that's a bit of an issue for us

Yeah, coz I suppose as as staff members you never really concerned we're never really cognizant of the challenges that you guys face

Yeah

But I thought I thought that the Lab had a system where one of them stayed at least until 5 – all those notices up?

Well we get told when we go there that uhm sorry, they don't work overtime.

Oh yeah, you have to pour yourself the plaster the plaster room staff

Don't work overtime and the Technicians don't want to do it

Yeah, coz it's the plaster room staff responsibility, Ok, yeah. And the space –clinic space, Lab space?

Uhm something that's that's a bit frustrating in the space is uhm uh well in the clinic when I'm working especially, apart from like a chair that is not working or something like that then generally there's no problem in the clinic as I'm working. Uhm Lab space I'm often lucky to every time have a seat but the problem, especially with the with the Cons Lab is half the chairs don't work, I don't know ten chairs don't have Frasaca heads and then where I like I think we were busy Fixed Pros like 3 months when I finally did get to manage to get a Frasaca head to start and work, so. Well at least for the first month I was working outside and it's very different it's very difficult then if you are doing a Pract Test to suddenly

Have to manage it

Have to manage it. Luckily we like anterior teeth, so that's Ok it's like upper anteriors it's easier. Uhm and then I got one organised and it broke again, and. Things like that I mean Frasaca heads, and, I think generally the hand-pieces the the system work, but it's more the Frasaca heads

How do you guys manage to complete the course – not breaking?

I don't know. Because it affects everybody yeah, the best we can do for that (mirthless laughter) Cons Lab affects (laughter) It's just like its' so unfair for falling apart and you are doing a Pract Test, some of it is moving and it can't go up

And you get a supervisor like me who says 'has to be in the head'

Yeah. But I mean, logically it's different at that angle and if you're working on a patient you have to be able to work at that angle and but also and then those

Footswitches

The footswitches! I mean I'm tall I'm quite tall and the one I had my Pract Test on I had to sit like this (demonstrates) and had to sit more to one side and work the whole time like this and then if you have the Luopes you have to sit back

Uhm

And try. So I don't know someone who's shorter than me trying to use the suction and

Like Grace*?

I know, I mean but I mean it's almost impossible because I was just keeping my toe, my one toe on it and I could just reach it with that, so.

So maybe we should the Department should consider changing the practical test to a clinical test on live patients

Uh but but, that's fine but the thing is uhm you have to practice on that thing first. If you practice if you are able to practice, whether it's a Frasaca head, whether it's just like that whether it's in a patient if you are able to practice first then you can go and do it. I mean obviously then you are expected to do but to just, personally working in there was like tense

And then Ok, the clinics in terms of the Dental Surgery Assistants, any challenges there

Uhm

Or non-existent

(Laughter) Ooh. Mostly you get up and you go get it yourself or you get up there and you go and ask them there for any materials that you need and sometimes it's in the middle of patient but you just

Uh

And uhm I mean you can't ask them to go and just fetch it for you obviously there're students or something

But does there there is an assistant per Rossette so technically there is one for every 5 students

Yeah, usually there's there's 1 that is actually where she's supposed to be and then you just go and beg her to give you whatever you need no matter where you are because usually they would be either on the phone or they'll be on the other side of the clinic which is fine but the thing is when you have a patient then you have to run and ask

When you're doing Cons or a surgical and with Fixed Pros

Yeah. It's uh well with the the surgical stuff in MaxFac generally it's Ok

Ok

But in Cons it's a bit of an issue. It is a concern. But this is a bit, but in Cons, the resources, I mean there isn't always the etchant will be done or the shade of composite that you need will be finished

or something like that, I mean. We did all especially when we're doing our pract test and there's like 10 students doing it or 20 students doing it then there's not enough I mean yeah that's unrelated

But it is, it is in the sense that uhm the the way we teach or the way we're supposed to teach has to factor in the reality of the situation that we're in so if one is scheduling a practical test a clinical test it's technically, well ideally it's incumbent on the supervisor to make sure that the materials are there

Oh Ok

You see

Yeah, but. Yeah, well for a for a practical test in like Fixed Pros obviously that was the thought we had our materials but like for in the clinic it's a bit of a different thing, especially when there's a lot of patients

A lot of students taking the test

Yeah we I mean like with us we we're taking you have like 15 minutes literally you're supposed to be curing this composite and you would take like that curing light from one patient to the other patient running and you just

Yeah

Coz you don't have there's no time and there's 3 curing lights for 40 students and those type of things, so and I I mean you don't want to do it but when you're really pressed you kind of

Yeah

You just uh

Sha! What's coming for me what's coming out is is a little damning for the institution because we you know we've we've changed the curriculum to be more more aligned with the kind of graduate that we want and yet we're not supporting that with the resources that we know is needed are needed in order to make it a little bit more less stressed

Yeah like basically able to manage. I mean some days it's it feels like impossible. Sometimes I must be *honest* our whole class feels like this and especially in fourth year. I mean the other day me and a friend were having a discussion and we said uh there's so many things that that's just in your way it's like *everything* stops you and uh and the most positive we can, Ok we were in a negative space that day. But the most positive thing we could say about Wits Dental School is clearly they are too demanding, they should choose the students the right way

Or students who can who can

Handle it

Handle it.

Yeah

Hey, yeah and it's also, coz I was I was involved in the PBL side of the new curriculum when it started or the transformed curriculum when it started. So it's it's uh a bit disconcerting that we haven't yet changed, in how many years now?

5 - 7

7 years?

But I think it's getting better. I must say I think I mean if what I hear from the third years and from the second years in terms of their curriculum uhm I mean I think they're still there is still a lot of issues but I think in terms of the curriculum and in terms of the courses they have it's getting better every year

How?

Uhm well an example that I can think of is for us we had a very very big problem with our Endo course uhm we basically learnt Endo on patients first time, most of us in this year – final year we actually did Endo for the first time and our supervisors taught us – in the chair – so the Techniques course was basically for us it was almost a pointless one and uh we we wrote a letter, where everyone signed we said we have consensus this is not working and for the third year they did get a new course coordinator and they have a much more structured course and also uhm we couldn't scale and polish till this year but we saw patients from last year so we had to refer to Oral Hygiene and they had to come back and and I mean it's such a scale and polish! We could do amalgams and restorations

You could not

But we couldn't scale and polish we were never taught how to scale and polish and then at the beginning of that year our supervisors once again in the clinic we were taught. So a lot of things we were taught by the supervisors in the clinic where we were supposed to be taught actually beforehand what what you're supposed to know what's happening before you get to the patient and uhm

When does Oral Med and Perio programme start – fourth year?

Yeah it starts in fourth year but that also has changed now

Ok

Now it starts in third year

Ok

Uh or at least the basics that you need starts in third year

Coz you start your clinical Restorative when – towards the end of second year?

Yeah, and that's another thing. I mean some courses you start in third year and you have time to kind of build it up and then some courses uhm it's kind of like they're all still stuck in the old curriculum and you only start them in fifth year or middle of fourth year but you have clinical knowledge but but it's kind of just gets worse towards the end type of thing. Like I think by the time you get to fifth year you're kind of like have to catch up what you were supposed to be doing in the last two years and everything just gets pushed into half of fourth end of fourth and fifth year. And then you just yeah kind of have to handle everything and something's got to give

Uhm

Usually something gives even students' that's are really hard workers they try and do everything one subject will kill them because you can't handle everything it's just I mean in our class every student every student at least had one sup or one subject that they didn't make because if you're writing those I mean if you're writing three a day 'what do you focus on?' which one do you chose

Three a week

Yeah well we were happy with 3 a week, I mean we were doing 5 and 8 or whatever and so we uhm it's like what do you choose to fail you have to decide now, which subject is the supervisor more lenient or is it your last test or which subject can you afford to fail this time so you can make it up next time, so I mean people getting 70s and 80s usually failing

Getting 30s

Yeah failing at least one subject I mean I mean people like Kgomotso, who aces everything, now she has she has one sup and I mean I have 1 sup. Ok that's fine uhm you don't expect to pass everything

But you don't expect to to sup something when you are an exemption student

Yeah and also it's not that you don't work. I mean last year especially we worked till we felt we were going to die where for a week you would sleep three three hours every night for a week. Where psychologically it gets to the stage where you you really feel like you're going to die

You burn out

Yeah. You you burn out, especially in fourth year in the end of fourth year I know that fourth year is that tough yeah but I mean and all of us agree. Every single student experiences it like this even the exemption students. We were saying it's being described as a prison where you can't watch TV sometimes you don't have time to eat or have a bath or wash your hair because

Or go to the movies

I think that's not even part of our reference, movies it's not even it doesn't even enter your mind because you don't even have time for basic things. Uhm I understand that fourth year I mean everyone wants a piece of you or something but personally last year I felt like I know we're supposed to be strong but they pushed us to a level where it's not about hard work it's not about whether you can handle stress. It's about some divine intervention

And the the scary part is it seems as if it's been like that for the last 3 or 4 years with fourth year

Yeah, it has, I mean we were told but we were told by the fifth years fourth year is going to be the worse year

Ok at least in fifth year you can look forward to an easier year, hopefully

Yeah uhm I think fifth year has different challenges but they told us: fourth year is you just it's it's ridiculous they told us it's ridiculous that year

Coz fifth year you don't have any new components

Yeah I think fifth year is more about quota and kind of

Integrating things together

Where, if separate, it becomes kind of one thing in fifth year. Uhm, yeah, so it's always extra things that kind of hinder your learning and it's it really decreases your passion

And how how has the supervision assisted that uhm lack of integration, or the stressfulness of the year?

Well my impression as a student was that they're also trying to do their best but at the beginning of the year they are told these students need to write 4, 5 8 or whatever tests and they have to get the time. They have to push it to that and every supervisor in every component does that and then when it's 12 components or whatever it feels like an end then it gets a lot but in general uhm Ok some have have been less understanding but in general they they try and they understand that it's it's not that we're just moaning or whatever it's that we're really don't have time

It's real

Yeah. In general they try and they try and accommodate you but at the end of the day you have to uhm you have to do certain things to pass. At the end of the day they can only cut you so much slack because you have to be able to do certain things to qualify to pass for the next year because you're working up patients, you kind just 'kind of know' it's uhm yeah so I get the impression that they also quite they know that they're trying to get blood out of a rock

But in a humane manner

Yeah

Sha! Yeah, it's interesting. Any component has a lot on its plate I think so to to at least make the curriculum a little workable and more student and supervisor friendly.

Uhm what I've seen well my personal experience up to fourth year is uhm it's it's disorganised sometimes where it's organisation and then that's what catches you in the end like we had 6 months of Oral Biology where we had a full course in third year, of Oral Biology where we wouldn't even go to next year's we were just waiting for the tests and then from June we had uhm because we'd had

all the lectures the previous term and and from June we had Fixed Pros and we're expected to do this *huge* course in an impossible amount of time I mean there isn't time to learn how to do it, you have to know the first time you put that drill to the tooth you have to know how to do it and it has to be perfect because you're already behind when you start it. And I mean if they could take away something like Oral Bio and move it down

To 3rd year

Third year and make Fixed Pros, I mean personally I think they should make Fixed Pros a whole year course

Oh no

I don't know why, I don't know why it's a 6 months course! I don't know why, because three quarters I mean at least our whole class had at least one or two things that had not been signed off because I mean you have to get it right and there's no time to do it and there just isn't time

I thought that I thought that they had uh reduced the number of procedures in Fixed Pros techniques because of the timing thing?

I don't know what I don't know what

You doing less provisionals isn't it or are you doing a provisional for each procedure that you're expected?

Except for veneers

Of course not

Yeah, yeah we are doing a provisional for each procedure. It's usually the provisionals that are not done because you do the prep and it gets signed off and the time you have for the provisional and the prep uhm you basically managed to master the art of doing the prep and

It's showing up now with the Practical Tests in fifth year year where it's normally the provisionals that are, that students struggle on

Uhm well a lot of students that I know of a lot did a provisional for the first time in their prac test because they didn't have time to do it beforehand because the schedule says you have to move on from ceramometal, to all ceramic, or whatever, or all gold, or something and you did the prep and you think Ok I need to do the next thing because I'm so behind already

You'll catch up with the provisionals

Yeah, a lot of my friends did a provisional for the first time in the test

Ok that then explains it

Yeah, I mean I felt like, I did the test I did it four times and I felt by the last one I actually started understanding how to do it just because with every time every time I failed the supervisor showed me and they said I mean 'hold the drill like this, and do it like this' and with every time you learn a

little bit more so that by the it's probably not perfect, but I felt like by the last time I actually started knowing what I'm doing

Ok

And and how to manipulate because we know how to hold a drill to tooth I mean

Cut a cavity

Yeah to cut a cavity because we have we did amalgams and everything. So you kind of have that skill. The provisional, it's a different skill because you only use those acrylic burs and things on patients which is obviously very different, uhm so that's it's a new a completely new skill that you have to learn and and you kind of wing it in a prac test

If you're doing it for the first time

Well even if you have done one before then you have done one

Then it's not enough practice

Yeah and you you haven't really practised it. And I think that's what most people suffer with provisionals

Uh that's interesting feedback

Yeah and also well my personal experience is I feel you need twice as much time for a provisional

No you do!

Than for a prep

You do need longer time for the provisional than the prep

Yeah and we were given an hour for the prep and an hour for the provisional. And I mean usually you finish five minutes before the prep because you're kind of adjusting and everything as you're still learning but you're kind of know what's happening and then the provisional is just a rush to try and get it done

And then the the supervisor to student ratio, do you guys find that a challenge or is it fine?

Uhm it's getting better than it used to be uhm last year in our techniques course last year the Supervisors usually there were some days where where there was only 1 or 2 but then usually someone else came a bit later uhm it is really frustrating when there is 1 supervisor and there is a queue of 20 people waiting and you can't get feedback because uhm yeah. In general this year in the clinic, in Pros in Pros especially it was it was Ok this year. It's getting better, I feel that I was getting to my experience in the previous years

Coz I'm just thinking say your BDS 2 techniques

Yeah

How was the supervisor student ratio then?

Well we had a bit of issue with our BDS 2 because we were supposed to uh be taught Cons in the 1st year we didn't

Uh

We didn't do Cons in 1st year then in 2nd year we did a little bit and then only in June someone came that actually handled the course. Uh and so we basically did everything in 6 months but we were taught

Both Cons and Prosthetics in 2nd year?

Yeah in 2nd year in 2nd year we did both Cons and Prosthetics but we were we were lucky we still our Cons uh Prosthetics course was very organised

Is it? But you only, was it Dr Lansky* then?

Yeah it was Dr Lansky so that was obviously very organised

Oh yeah then you had more you had the technicians assisting then more technicians assisting then that course

That course was fine. I mean it's now more of an issue. Well what I hear from last year and this year they were complaining a lot about that course. A lot of problems occurred and they are very unhappy the 2nd and 3rd

Shame, and they are going to have huge challenges in the clinics as well

Yeah, I hear that they apparently they do. I mean obviously it's an adjustment even us I mean it's very different doing it on a patient. Prosthetic patients are different, uhm every patient has some strange

Anatomy

Yeah oh yeah. So I hear that they're struggling with it but obviously we we couldn't complain about that course

Oh Ok . That's it. Thank you Priscilla. Anything else?

Uhm no not really.

Especially for for my the course that I'm interested in

Oh yeah, Pros

And hopefully we will we will act on some of the feedback that you've given

Yeah (ended @ 2:13:48)