A08 Interview Audio

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studies, lecture, clinic, patients, bit, learning, thought, money, chiropractic, affected, people, degree, spend, terms, hard, pandemic, year, knowing, questions, exams

**SPEAKERS**

Participant A08, Philip Dewhurst

**ANONYMISATION**

Pseudonyms used in place of real names. Locations redacted or names changed. Personal information redacted.

**Philip Dewhurst 0:12**

Why you decided to study chiropractic? What was your thoughts and thinking behind this choice?

**Participant A08 0:21**

So I was a bit of a crossroads in my life and the fact that I did a degree in a human science subject. And I graduated from that and was in a bit of a, what am I going to do? Look into doing research, had a PhD lined up and thought I didn't want to sit in a lab for the rest of my life, pipetting into things. I want to use my knowledge, but in a sort of hands on way. And I'd had chiropractic treatment before and I had a chiropractor's appointment, the next following day, when I was sat there in one evening thinking, what am I going to do? And it suddenly made sense to me, I was like, oh, chiropractic would work. Why I never thought of this before. So because it's hands on, it's working with people. I've always wanted to work with people. It's neuroscience, and developmental biology. And I loved that sort of area, but wanted to use it in a hands on working with people way. And I seen the benefits of chiropractic and what I'd had before previously, sports injuries. So kind of just was an avenue. That made sense to me.

**Philip Dewhurst 1:37**

Brilliant. So, so what was it about studying at AECC? What What, why did you choose AECC over other institutions?

**Participant A08 1:46**

Well was a mixture of I spoke to my chiropractor, and he'd recommended to go here. So it was a mixture of the reputation, the location, I loved the idea of going out to Bournemouth, rather than at the time and only really considered AECC. And the AECC just seemed to be the best place to go, though. It was. Yeah, it seems and there wasn't obviously that many options for places to go. I wanted to go to Canada originally. But the funding wise, I couldn't afford to do that. So AECC just seemed like the best best option.

**Philip Dewhurst 2:58**

So what would you say based on, on your, your experience now of the course. What do you think has been the biggest challenge that you faced during your education?

**Participant A08 3:12**

Based on the content of the course sorry, for

**Philip Dewhurst 3:14**

anything in that whole wide landscape of your your studies to date.

**Participant A08 3:24**

Probably transferring the knowledge you learn in the classroom to the actual practical side of being in clinic, going from being used to sitting in lectures and learning about pathology and everything to actually applying it when you're with patients. So we obviously learned a lot of this is what's wrong, this is like, this is what neuroanatomy is but then when actually you get into clinic, the there seems almost like a missing link of how to actually then apply that to real life patients. I found that quite tough. In bridging the gap between the two of them, I could identify the pathology but then it was like what do I do with a patient? How do I actually manage that?

**Philip Dewhurst 4:16**

so, quite a bit of that application.

**Participant A08 4:22**

Yeah.

**Philip Dewhurst 4:24**

All right. So, and obviously, you had your previous degree as well. So was there anything that from that previous degree that you felt helped you in overcoming that challenge or, you know, overcoming other challenges? Do you think that was beneficial?

**Participant A08 4:45**

In the sort of time management side of things the studying I find, it's always helped me a lot with coming to university i've already done the whole learning how to study learning how to, like the previous degree, it was very intense. It was a lot of, lot of hours, that that side of it was never that hard. And then actually being in clinic with hours as I found that helped a lot with the actual I guess I never found this sort of the workflow too hard. I know it's a high workload, but I was used to sort of having the high workload. And I also work a job on the side of doing this. So it's that helped for sure.

**Philip Dewhurst 5:27**

So you being already your expectation was already quite high in terms of what a degree is and what goes into it.

Participant A08 5:37

Sort of preparation, I guess, have already sort of knowing being prepared for it. Okay.

**Philip Dewhurst 5:44**

All right. So what do you think so talking about challenge, what what do you think during, again, during your education with us? What do you think affected your learning the most? So in terms of things that have affected it in a positive way or maybe a negative way? Is there anything that's happened throughout the course that's that's influenced or affected the way that you've studied?

**Participant A08 6:12**

I say probably the obvious, the pandemic's probably been pretty, that's, that's been the hard not having the practical hands on time, because I'm a very hands on learner is a very hands on course, obviously, we had practical sessions. But I think not having the practical time with different tutors, and not getting the experience on all the different people and getting to observe in the clinic, that was quite a big, like that sort of affected. Even just confidence levels of going in and knowing that you'd had the practice and you've been able to do things well. That's quite a big. Like, I thought that was probably affected me more than you'd think. And having that would have been nicer. Yeah, that's probably the biggest thing that's happening.

**Philip Dewhurst 7:03**

Do you think we've COVID than it was more? You said there about confidence? I mean, how much of that preparation was, you know, a feeling that your competence wasn't where you wanted it to be? Or where you thought it needed to be?

**Participant A08 7:19**

Yeah, definitely a lot of that, like, it felt like we were going in not having the same experience. And I think it's obviously comparing it to previous years and feeling my colleagues had so much experience. And now we're going in and almost, the patients are going to know that we're not as experienced, and we're going to let them down. And then also, in a sense that probably from my own fault, from having online exams, probably not working as hard as I would have done if it was in person exams, knowing I had the worry of sitting in a in a hall having to recall everything that you just did, no matter how hard I'd sit there and say that I'd learned everything you just don’t learn it to the exact same level to recall it on the spot. That obviously affects you, in the sense you don't know it just recall straightaway. Like, if it wasn't the case of having the online exams, I'd be a lot sharper and knowing everything.

**Philip Dewhurst 8:16**

So you don't feel that because of the in terms of actually how you've studied and what you've learned. I mean, obviously, Covid had an impact on that. Do you feel that you your knowledge is has been negatively impacted? Because of COVID? Or do you still feel that you've learned everything that you should have learned?

**Participant A08 8:40**

I don't know if it's because of COVID or not, but I don't feel like I was particularly prepared and going into clinic, actually knowing how to manage a lot of conditions. I feel like I could diagnose a lot of things. But when it actually came to the management side of things, I wouldn't, it was very much learning on the spot and seeing what the previous interns have done. Like, I wouldn't say that we'd ever this sounds probably really silly, but I wouldn't say we never probably had like a lecture on how to treat lower back pain. It was always the, like, how to treat back pain due to cancer or how to treat this, how to manage something if it's an a pathology. And I don't know if that was down to not having as much contact hours or why but it was just I didn't feel quite as prepared actually going into clinic as I thought I was going to be when we started. But I did that I don't know if that was damaged pandemic or if that was just down to how it was.

**Philip Dewhurst 9:41**

So that's I'm going to shift slightly to because with you consented through the study through the projects, I've got some data that you've very kindly given me as well. So I've been looking at some of that today. So, so from from the point of view of your record, Do you are somebody that attended very highly in terms of sort of high attendance. And also your marks have been quite high as well, throughout the years. So do you, I mean, why? I suppose that that link between attendance and marks, do you? Do you see that there's that link there? Or do you think that? I mean, what's your take on it? I suppose. So I'm trying to get at you. Why do you achieved the marks that you achieved?

**Participant A08 10:29**

For me? Definitely. I would say that if I don't attend things, and I don't learn anything, I definitely think there is a link there. Even if you're not gonna sit there and listen, necessarily, it's just almost that like passive, listening to just having something like almost the recall of remember being in that situation. So when you're revising it, you think, oh, yeah, I remember back to that lecture or, but I'm very situational in my learning life, I can remember back to when I was like, the lecture, and I remember it better. But because I can't just sit there and like I, I sort of sectioned off my learning into different areas. But I definitely think there is a link for me, definitely. And I know just from a point of view that I'll probably be lazy. If I don't turn up to something, I'm less likely to then schedule it into a day and actually do it if I don't turn up. So it's, and then it could, if I hadn't turned up, I waste that time. And then on a Sunday afternoon, I'm probably unlikely to sit down and do a lecture. But also, if the lectures aren't recorded, then it's a lot harder to catch up. And do it. So it makes it a lot harder if you don't attend to actually learn. Especially when it comes down to practical classes. Those sort of things you can learn, you can practice or you want outside, but actually going and having the feedback is so much more helpful. Different people because practically the same person all the time, you just get used to practising with them in you almost stop learning things, because you're used to just practising on one person. Yeah, I said, it's definitely a link.

**Philip Dewhurst 12:16**

Okay. Do you think that's the only or the the main factor for you? Is there anything else that you feel has contributed to the grades that you've achieved?

**Participant A08 12:27**

Um, I'd say that, it definitely comes down to a lot of hard work as well, I have to, I don't get things quickly, I have to keep going over and over and over things. So I spend a lot of time in the library, going over things. And almost like rewriting, keep condensing my notes down to like, almost like a form where I can just get to the stage where it's almost like, yeah, just a small form that I can then recall what just that sentence meant, and link it back to the original lecture. So I've got it in my head is yeah, like a condensed form of the lecture. Get it into my long term memory, say, just keep going over things. So just hard work to keep keep repeating things.

**Philip Dewhurst 13:17**

And it's something that has come to you through your studies on this course? Or was that something that was kind of embedded in your approach to studying from your previous degree?

**Participant A08 13:27**

I think that's from my previous degree, going into later years in getting to the stage in, say, like, neuro developmental biology, when I realised I was a little about my depth, and the only way that I could learn things was sitting down and deciphering lectures and having to spend a lot of time just going over and over and over things. So yeah, that's probably that comes probably from the other degree of finding it. Not that I didn't find this hard, but finding that a lot harder, a lot, sort of more complex, and having to really focus on really understanding what was going on. So having spent a lot more time.

**Philip Dewhurst 14:07**

Okay. So just thinking about when you said earlier on about the application of knowledge. So with that approach, where you, you're so used to sort of that very complex subject area and learning over and over and over. And then sort of that, that application side of things, I'm just wondering, again, if do you see that there's any any conflicts there as it were, between the way that you've like approach your studies and then how you apply that knowledge?

**Participant A08 14:51**

So what you mean so like, how,

**Philip Dewhurst 14:52**

so, for example, so if you're let's say you you're a reading things over and over and over. So you're memorising, that kind of goes into your head in one way. So you can memorise, condense the lecture and remember that when you've got a patient in front of you, are you able to? Are you recalling that information again? And how does that come to you? Does that come to you again, like the lecture, or does it? Or is it okay. Yes. Now, this applies to that patient kind of thing. I mean, but, yeah,

**Participant A08 15:29**

I mean, in some ways, it does. In some ways, it does. In some ways, I always have to just draw individually to that patient. Some ways I can. Sometimes I do like back to the lectures, and sometimes I completely forget the lectures and have to think what am I going to do that individual person? And sometimes it just comes down to sort of almost recall of pattern recognition with other patients. That's more of a now i've got into clinic, I've forgotten everything that I've done before. And it just comes down to pattern recognition with different patients. Yes. Yeah, I will admit those things in year one that I wouldn't remember at all, which is a bit worrying. But I spent hours in the library in year one that I remember committing to memory that I probably wouldn't know, at all. Now, that would never even consider a patient. But there are some things as well, that I do sit there and think, oh, yeah, I remember doing that. And it really has stuck in, but it's a complete mixture of different things, depending on the case. Yeah.

**Philip Dewhurst 16:41**

So there's, it's, it's just exploring a different, it's how people develop knowledge as it works. It's a building block. Just interesting when you said that, because that was exactly how a lot of students approached the studies. And, and how they, how they build those blocks. And as you said, you probably forgotten some of the stuff in year one, and but you remember the building blocks that came after it? And the next couple of years? Kind of thing? Yeah, that's

**Participant A08 17:11**

just build on it and forget the earlier bits that and you remember later?

**Philip Dewhurst 17:15**

And then yeah, and then as you as you go more into clinical, you, you only remember the clinical blocks, and not the all the foundation blocks that that got you to that point. And then yeah,

**Participant A08 17:28**

you always forget the basic bits that you feel like you shouldn't forget, and you're with them. You've got the basics yeah.

**Philip Dewhurst 17:35**

So okay, no, that was that was really good. Thank you. So we're gonna, I'm gonna shift topics slightly here, because you're, you've already come with a previous degree. So in the in the survey, there were some questions around funding and how you're supporting your studies. And, and I separately, have kind of analysed that to, to whether people are dependent on loans, have have money to fund themselves or a bit of both, and you fell into the bit of both category. So I was just wondering, from the point of view of somebody who is working to support their studies, how does that impact your, your, your education? Or does it have an effect on your, your education?

**Participant A08 18:24**

So yes, and no, depending on, I'm very lucky that my job is very, very understanding. And they let me email in weekly on depending on what my lecture schedule is. They just, I would tell them exactly that was I can do and they let me do those hours. So I'm very lucky with that. But then it always is the stress of I do have to work enough hours to get the money to be able to live, so with clinic and everything. I'm on quite a few afternoon evening shifts. So work is 5pm to start the shift. Clinic doesn't shut, well clinic doesn't finish until six o'clock half six or later, if a new patient then that can be a bit of an issue. And then sometimes, especially if I've got a shift in the morning, and I don't finish work until half midnight, that then just has a knock on effect to the rest of the day. Because I need an early night I'm I need my sleep. So I'm always shattered. If it's like a Thursday night shift, and I've got clinic, not in the morning. But yeah, I'm saying that I've been lucky with my job for sure that they are really understanding. But it definitely has been it's been hard especially through the pandemic because I was on I got unlucky that I left I hadn't worked for like about a month before the furlough hit I missed out in the first lot of furlough and that was quite stressful. Not getting the funding from work, not not being able to then find a job to be able to fund here. If it's like that, I've got enough money for my student loan sorted. But then rent and everything on top with a lot of money to find whenever everything's gone. So

**Philip Dewhurst 20:21**

That's really interesting to hear. And so how did that how did that actually make you feel having that, that stress that worry about? Where's the money coming from? And do you think that translated in any way from that stress point of view? into your study? Did it affect the way that you you study? Did you bring any of that with you? And, you know, did it have a negative impact on you?

**Participant A08 20:48**

I think probably definitely, for a while, it was probably quite stressful, especially because I had a lot of going on at home, I'd come down here and I was doing the lockdown by myself in the flat. And obviously, my housemates had gone home. So I was by myself for six months of lockdown here. And so going through like being alone in lockdown, and sort of not having anyone really around here. And then having the financial stress that definitely took a bit of a toll on everything. So definitely was hard on uni work for a while just having, almost just motivation to do things was quite hard. Just keeping going. Sometimes, when you just want to sort of get up and not do anything. You've got to remember actually, no, I've got to revise, I've got to do that you've actually got exams coming up. And even though they were online, sometimes you think, Oh, they're online, it's fine. You're like, No, I've got to do something. So if I don't do that, then we've got to do it. So the money thing definitely did play a part as well, for sure. It was a worry almost even not even just for them, because I technically wasn't signed up for on the rota, like on the payroll for I was it was more of a worry. Well, I will they take me back after COVID as well. I didn't know if I was going to have a job afterwards. Because even though we'd agreed I'd come back in summer, then obviously places didn't open up again. So it was, what am I going to do for financing my whole clinic year because I realised I wouldn't be able to work in that summer of clinic year. When i was in clinic. So it was sort of a snowball effect. Okay. Everything.

**Philip Dewhurst 22:32**

Okay. And was there anything else that was happening outside of university life, as it were, that that was kind of, you know, because I suppose you could say that about university is one thing and life outside is another thing. But the boundaries are, going to blur from times was there anything else that kind of crossed that boundary and starts to affect the effect your studies in any way?

**Participant A08 23:02**

I'd say that my family relationship probably got a little bit hard during COVID That, like, I have a relationship with my mum was a bit hard at one point. So that was definitely a going through that lockdown was definitely a that made it a bit hard at some point. I mean, it's all fine now like going through that at the same time as COVID and locked down. And I broken up with my partner at the time just before lock down. So it was a bit of a hard time to go through that and then lock down here. And that's definitely affected motivation, levels of studying as well. So it was all in one. Yeah. But yeah, it was it was fine. But it was definitely a sort of keeping motivation going was hard. But I don't think it affected it. Like I've always been quite intrinsically motivated with studying anyway. So I think it I didn't let it affect it too much. Because that was the one thing I was like, I've got to keep doing the work. Otherwsie I'm gonna let everything go as the one thing, like, in a way having the university almost kept a bit of a routine which was quite nice. Having the knowing that there was still some sort of, especially going on later on in sort of the lockdowns knowing that we had lectures and especially being able to come in for practicals quite nice having the routine so in a way it was probably a good thing as well like having the studying, university like it's probably, like, evenly one affected the other. The university probably also affected and was good on everything else. So probably a positive.

**Philip Dewhurst 24:41**

Okay. That's good. That's good to hear. So that's, I'm gonna switch slightly again, because one of the other things you you said in your survey was that you're involved in sports. You said that earlier on as well. And you said that you're The time that you spend in sports have decreased over the duration of the course. So I'm just curious in terms of why that why that change happened, why? What was what was the reason for reducing hours in terms of your, your sports groups,

**Participant A08 25:19**

mainly because of time, time and money, I'd say. I started off doing the girls football team at uni in second year. And then that just got, like doing that plus working on the side, I think working on the side as well means that having enough time to do everything, just, I'd never have enough hours in the day to work and do uni work and do everything. I used to do a lot of golf when I was younger. I used to love doing that. But again, price wise, I can't really afford to join a club around here. Expensive. And timewise as well, it's going to be four hours, five hours. I can't, I don't always have that time, if I'm working. At the moment, it's I'll go to the gym. And I'll do things every so often. Like I'll go to the gym three times a week. But that's because I know I can do an hour. And that's it. It's kind of just timing. And I've got to prioritise other things right now. I'll get back to it. But it's just priorities and time. So,

**Philip Dewhurst 26:34**

so was that when you say about priority in time, was that more prioritising the studies, or were you thinking more that actually, I need to work to be able to support myself. And that needs to sort of take priority.

**Participant A08 26:48**

Probably a bit of both, I'd say, probably the studying, especially in the beginning, I've always been very like I've got to study all the time. But coming into this degree, I actually told myself, I'm not going to do that as much, you're going to have more of a social life, because you did that before and, give yourself a bit more of a rest this time. So I was like I had always said, I'll do more things outside. But I think now it's more the I do need more time to earn more money. And if I do get more time, it has to go towards that because now I'm obviously coming in, in my fourth year, the funding the savings I had sort of diminished and diminished. So as I got further through the course I've had to work more. So when I first started, I took a year out after coming after graduating, where I worked solidly, so I had a bit of money to start off with. Yeah, that's all gone now. What we're most definitely, yeah, it's probably changed from when I started off, it was more work. But now it's more studying. But now, it's more work,

**Philip Dewhurst 27:59**

That segways very nicely into my next question, which was going to be around the hours of study. So you said that you you estimate you spend or have spent 16 to 20 hours a week outside of the classes studying. And you said that in your previous degree you you've sort of prioritise study and not social. So what were How did you cut? Where did that 16 to 20 come from? I suppose is that, then it kind of just developed or did you say, right, um, this is how much time I'm going to spend? Or, you know, how did you get into that sort of ballpark figure?

**Participant A08 28:46**

I have no idea. I don't know. Did i say 16 to 20 hours on studying? Yeah, I probably do more than I just, I've always just done it with, especially Yeah, I definitely do more than that. The amount of I know that, especially last year, I'd say that I'd get into the library for nine if I had go into lectures, and then I'd sort of use it as a working day. Because I used to do eight to five, back in my old job. So I'd always say that I'd stay here eight to five every day, and then have evenings and weekends as your downtime. So if you work full day through those times, you can work like Job work in the evenings or weekends. And then the extra time you get is off. So try and like schedule it. So it's my way of trying to sort of do it. And then if you obviously have coursework, I'd say I'll do anything or do a few extra evenings. And then depending on what kind of depends every week, I'd always just depending on what was going on. If I'm going away for a weekend then I'll do more in the week or if I've done my stuff in the evening and then I'll do more on the weekend.

**Philip Dewhurst 29:56**

Do you think that having that The time you had, if you if you had, if you put more time aside for study or less time, do you think that would have had any effects on your, your overall performance when it came to your exams?

**Participant A08** 30:15

I know for me, especially the more time side, that's one thing I learned from my last degree, the more time I give myself, I'm not necessarily productive. And that time, I'm almost better if I give myself less time. And then I actually do the work in that time, because if I give myself too much time, I end up just procrastinating, and I'm not focused on the work. If I go into the library all day, I'll just spend the first three hours doing things that are irrelevant. If I know that I've got four out like, three hours, I'll actually do the work. So I know I used to spend sort of, I'd spent nine to eight working at my last university. And I realised that I was never actually that productive in that time. It was just, I thought I was working. Yeah, that's kind of what I thought I'd do here is spend less time doing it, but be more productive in that time. Or at least try. That was my aim

**Philip Dewhurst** 31:10

so where I am. So you're just on that motivation actually inserts. Moving on to the next part in terms of, again, from your survey, you you're, you seem to be somebody that that's very motivated. And in your studies, you said a key word you want about intrinsic motivation and being intrinsically motivated. So So what is it that motivates you? What, what gets you out of bed in the morning? And what what is driving that motivation?

**Participant A08** 31:46

That's a good question. I don't know it's just wanting to do it, like just. In clinic, I've always just wanted to help the patient. So just going out in always just, I guess it's like a fear of failure in a way not wanting to fail and things and just wanting to always do my best to things. But again, just I've always had like, I always will just give it everything I've got always try my hardest. Otherwsie, I feel like I kind of failed myself. If I haven't tried harder. And then at least I know if it failed, at least I've tried hard enough, then I could'nt have done anything else.

**Philip Dewhurst** 32:32

You feel that your motivation comes from yourself more than, say a deadline, or, you know, I've got to, I've got to get this done. I've got a pass this year, because I can't afford to do another one.

**Participant A08** 32:46

Yeah, that's true. That's a very good point. I definitely would say that it's definitely I can't, I cannot afford to further Yeah, that's also another thing that I've always thought if I paid so much money to be here, then I've got to make the most of it. My funding has come from a loan from my parents that I've got to pay them back for. And that's a massive, like thing that they've done. So I've almost like can't let them down on it. So yeah, like it's a, I've got to give it my all otherwise, I've let them down in a way. So it's I've got to do it well, because they've done such a big sacrifice for that. So and then obviously deadlines as well. Because if I don't make a deadline, then yeah, I get, I'm the sort of person that gets nervous. I've got to do it a day before the deadline, because it's gonna have it done.

**Philip Dewhurst** 33:55

So just jumping back to what you were saying about where where the money's come from to support this. You know, how does that make you feel in terms of you said that there's some pressure involved in that. Just how does that translate into your day to day? Thought and motivation and stress and anxiety? Does it play a part in that? Is there that concern there as

**Participant A08** 34:30

There's definately, like, I've got to pay it back as quickly as I can. And they’ve always said that it's like an investment in your future. But it's the it's got to be done. And it's the I can't let them down on that fact. And if I failed it Then I can't ask them for more money. And it's like, I don't know where I get it from if I did fail a year. So. And again, like, I would never feel comfortable asking them for any more money that if I was struggling with rent or anything, I'm sure that they would 100% They would say yes, if i was really struggling, but I wouldn't feel comfortable asking them. Yeah.

**Philip Dewhurst** 35:26

So do you think that that's more of a motivator than what you were saying that you want about wanting to help patients and be the best you can be?

**Participant A08** 35:50

I'd say that it's, I don't know, I'd say that I've kind of come to peace with it a little bit that I know that it is a loan, and I will pay it back. And I've kind of had to sort of accept that. To begin with, it was a big thing. But I've kind of just had to accept that I can't spend my whole life worrying about it. Because I will pay them back and it will be fine. So I've kind of put it at peace a little bit in the fact that if I spend my whole time here worrying about it, then I'm never going to get anything done. So I'd say it's probably like 70/30 70% is the patients and wanting to do it and 30% is the I've got to do it for the money sort of thing. It's a bit a bit of both.

**Philip Dewhurst** 36:35

And was there ever a time when you were like, you thought, Oh, I've made I've made the wrong choice? Or I'm worried that I'm not going to make it with the one thing I don't have is if you had any re-sits or anything like retakes or submissions or anything. So was there ever a time when you thought Oh, actually, this is more worry, more stress?

**Participant A08** 37:01

I haven't done any yet. So far. I did come in to doing chiropractic very much, it was a bit of a risk, because I didn't really know if I wanted to do it. And I did have a PhD all lined up. And it was a big risk to say no to that. I'm gonna do this instead. And there have been a few times both thought, What have I done was a really big mistake. But there's never been anywhere or I've thought this was the worst mistake of my life. There's been a few times in clinic where I've had patients that aren't getting better. And I've had days where I felt like I was absolutely terrible. And I thought what have I done, this is now the rest of my life that I'm doing this. i don’t know what I'm doing. And I think those first sort of that first month in clinic where you don't, I didn't really have much confidence, I didn't really know what I was doing. And the sort of change over from school to clinic was a bit of a What have I got myself into here, if this is what I was really excited about. And now I'm doing it and it's I have no idea what I'm doing right now. And this is the rest of my career and I know that it will get better. But have I made the right decision. But, again, that was probably just the scariness of not knowing what you're doing.

**Philip Dewhurst** 38:24

Okay. All right. Um, so going back to some big picture questions now. So thinking about the the experience of the education you've had, is it what you were expecting?

**Participant A08** 38:43

Yes, and no. I was expecting it was more in depth in terms of pathology and, or the neuroanatomy than I'd ever expected it would be in I remember, in first year doing the pathology module and thinking, wow, people are expected to know a lot of stuff in a short amount of time. And I was lucky that I've done it all before, but thinking wow, there's a lot of stuff we have to know here. And that surprised me in a good way because I wasn't expecting to go that in depth. Um, I'd say that clinic isn't what I expected it to be just from seeing years and speaking to people who've done it before. And I thought that I be in sort of different days. And it wasn't isn't quite the experience I thought it was going to be and then I did think as well that I'd have more education on maybe the management of how to manage patients. And rather than like getting into clinic it being I noticed obviously will change now for the years below. But getting into clinic and it being like what's blocking the patient before I always had blocking. I don't know what I'm doing at all with this. And having that sort of Panic of, I have no idea how to do anything that's on here with the patients. And that wasn't really what I expected at all. But I think the sort of clinic experience in general wasn't really what I expected it to be. But

**Philip Dewhurst** 40:23

you've said mainly around the clinic there. So is it? I mean, in your in that sort of years, 1 to 3 was that kind of what you're expecting? That was the university experience? It was that transition and clinical world?

**Participant A08** 40:43

Yeah, the, the experience beforehand definitely was pretty much what I was expecting. In terms of, yeah, in terms of, it's not learning the management side of things was, and sort of maybe tying all the modules together was maybe less, less, like expected, I don't know how to describe that it was, they were almost sort of individual, but didn't seem to be tied together quite as much. But I mean, I really loved getting the booklets to start off with and those first two years having the book because I've never had that in my previous degree. We didn't have anything like that having the guides or anything, you just got your PowerPoint slides. So having that sort of help was brilliant. And having the one on one with the lecturers and everyone sort of knowing each other was really nice, because I came from having a massive lecture theatre, and lecturers didn't know your name. So you didn't really know anybody. Yeah, that was really nice. Yeah, I'd say that's what it was what I expected from the lower years.

**Philip Dewhurst** 41:47

Yeah. Okay. We've talked to them about my next question already. So I was gonna ask you about how you study. So we've kind of covered that. And we've talked about family and friends a little bit. But you said earlier on, during during the pandemic family relations were strained. And I think a lot of people found that very difficult time. But how important? Is it to have that support from your family and friends? You know, is that a support group that you go to, to help you through when you're having a tough time with your studies, patients or something?

**Participant A08** 42:29

Yeah, definitely, like talking things through your family and friends. And just as like a sort of switch off thing in, I think it's so important to having that thing that's outside of like chiropractic and everything. That's why in a way, I love going to work and having somewhere that's completely not chiropractic, and people don't know what it is. And having that switch off and chatting to my family or friends about things. And if you've had a bad day, I'm going to talk to them or just talking through things and 100% I'd say it's an important thing.

**Philip Dewhurst** 43:07

Yeah. And if you and if you again, I suppose if you didn't have that network of people to go to? Do you think it would have it would have a negative effect on your studies?

**Participant A08** 43:22

I think I think so for me, for sure. Because I know that if I don't have that switch off, I get into the very sort of sort of stressed i i probably end up channeling it either into work again, which I know that doesn't work for me, because I ended up just doing too much in getting to work down in it. Like I, in my final year in my last degree. I just made myself ill with stress and doing too much work. Which sounds ridiculous. It was just so much work that I did give myself a break and enough like social time. Because I had it so hard. So like I find I think if I didn't have that here, and that was my big thing that I'm going to come into this and make sure I do have the sort of social time and. Switch off. Yeah. If I didn't have that, then I think it would probably effect things.

**Philip Dewhurst** 44:15

Okay. All right. So what what from, from your perspective? What's the university done to support your education? Is there anything the university's done to support you? Or not? I mean,

**Participant A08** 44:34

the lectures have always been pretty on call. If you need them. They've always responded to emails. I feel like are most most people responding to email? If I've ever had a problem? Some lectures are better than others. The Yeah, like having the booklets and everything to begin with was great. That was useful. And yeah, I mean, most times it's been good. I mean, sometimes obviously, there's been modules that have been better than others is. There have been some times where it's been frustrating when you've had questions or things haven't been very clear. And you've tried to ask tutors, and they haven't responded, and you haven't really got a clear answer. And you start thinking well, what am I doing? I don't really understand him. Yeah. Yeah. I mean, yeah.

**Philip Dewhurst** 45:31

So more more the, the academics, the ability to contact them. What about things like, through Student Services, or the Learning Services, Library? Did you have used any of their resources?

**Participant A08** 45:45

Actually, I have the student services once when we have problems or agency and landlord, and they were really good. And they're pretty really good. The lady we spoke to was really helpful, in a lot of problems with our agency, trying just being terrible. And we got in contact with them. And they were really helpful. They're really nice and sort of gave us a lot of different routes to go down. So that was definitely helpful, other than that haven't really used or been in contact with many people who haven't really needed to.

**Philip Dewhurst** 46:19

Okay. So we're coming towards the end. Is there before, before we sort of finish off, is there anything else that you feel is relevant or important that we haven't discussed? In that sort of a big picture to small picture the things that overall have affected your education?

**Participant A08** 46:47

I'd say the main thing is probably the pandemic has been the biggest thing, in terms of how it's probably changed. Because I am just such a hands on practical learner. I think having things via zoom was a lot different. And having them recorded was great in the fact that you can go back and watch them again. That was something that I'd say is brilliant. And we did that in my last degree and being able to revise and go back to watch again is excellent. But just not being face to face and lecture theatre. Being with your sort of with all your friends and everything. Because I've always when I've learned things I've always gone back to, when I'm revising, I always go back to remembering where I was in the lecture and what we were talking about then, which you can't really do if you're just sat at a screen all day. And we found it quite hard because we had terrible Wi Fi. In working at home on Zoom, we just couldn't get zoom half the time. So when it was on my lectures, it was an absolute nightmare. That was a bit of an issue. Yeah, other than that, okay, fine.

**Philip Dewhurst** 47:59

Do you have any questions that you'd like to ask me?

**Participant A08** 48:02

No, not really?

**Philip Dewhurst** 48:03

No. Excellent. Well, that kind of brings me to the end. Really, it's been this has been great. So thank you very much for agreeing to take part. Any other questions or any queries then then just feel free to get in touch. Thank you. Bye.