A25 Interview Audio

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bit, learning, people, tutor, year, study, question, chiropractic, clubs, clinic, uni, group, guess, changed, routines, degree, helped, feel, affected, underlying conditions

**SPEAKERS**

Participant A25, Philip Dewhurst

**ANONYMISATION**

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

**Philip Dewhurst** 00:08

All right. So, first question from me. And I'm going between a couple of different screens. Because I've got screen here. I've got notes in front of me, you're there. So first question, why did you decide to become a chiropractor?

**Participant A25** 00:25

So this is all very timely doing this. Now I hadn't quite put two, two and two together. But why did I decide to become a chiropractor. So number one, I wanted a challenge and change from my current role. And I liked the idea of helping people. And I wanted to do something a bit, I guess that was medical, but was using, you know that I was active, but also using my brain, that that combination of both. I've also had regular chiropractic treatment, probably since my early 20s. And I definitely benefited from it. A lot of the time, just working very long hours and not being able to do you know what they require, because I was travelling or whatnot for business. And chiropractic really helped me during that time. And then also, as I got over 40, I found chiropractic to be just a bit more, you know, what we've learned about in school about how things shift so quickly after 40? I can, I can very much relate to that. So yeah, I think I want to give people more, I think optimal health is is isn't kind of so far out there, as people allude it to be but I think we need people to help you along the way to get to the right steps. And for me, chiropractic is kind of one of those vehicles.

**Philip Dewhurst** 01:42

Okay. Why did you choose to study ACC?

**Participant A25** 01:48

I chose ACC because of its reputation. And I liked the fact that it was European. I think having that mix is really good. Visiting it was I liked the campus that it was small, wasn't part of a massive University. I liked that it was exclusive. Exclusively chiropractic at that time, it didn't have a lot of other programmes. And I mean, yeah, the south coast was nice. But I mean, in my first year, I went home at weekends. So I had I lodged with a family during the week, and then went back home on the weekend. So it was quite a shift that way. But yeah, I think that's why I picked it.

**Philip Dewhurst** 02:32

Okay. So can you tell me a little bit about your first degree and what were your experiences? And do you think that you, took any lessons learned from that first degree into your current studies?

**Participant A25** 02:55

So first degree, so I was. Yeah, I was probably going back a while. So it's going back a couple of decades. What did I take from it? I mean, I think like anything, in order to be successful, you have to work at it. And it just, it doesn't, it doesn't come. So I think you have to, you have to put the time in. And you have to, you know, it's not going to be handed to you, I think you kind of have to, you have to work hard to, to ensure you're learning and to tease out kind of what your weaknesses are that kind of, you know, that kind of thing. For my first year, I think. I think also, while you can have a degree when you hit business, or you hit the working world, it's you've got a lot of theoretical knowledge, but you don't always have that ability to apply it. And for me, yeah, knowing it's one thing having a theory and that obviously underpins and can be foundational in your learning. But if I don't have a practical application to link it to, then it doesn't get embedded as as deeply as it could. So it's kind of a bit of a surface learning. So now, if I transition that to doing chiropractic, I think if you look at some, you know, just some of the core anatomy, let's just take neurology and kind of the root levels of nerves and muscles and all that and now I'm in clinic and you know, someone will have a problem. Say they have an ankle sprain, I think okay, L4/5, what's an end? Sorry, the nerve coming out L4/5 I think, Okay, well there. It's not just the ankle sprain. Talking about proprioception, the nerve running down there. So I have an application to being able to link that. For me that is key and I guess that's part of the clinic year but I'm big on Yeah, application and not just I'm not a conceptual learner, I definitely have to learn by doing.

**Philip Dewhurst** 04:57

Okay. And what do Do you study your degree in the UKor overseas?

**Participant A25** 05:02

Overseas, Yeah,

**Philip Dewhurst** 05:09

Did you notice quite a difference between studying in a different country to study in, in the UK? In, you know, and again, did that, from having done studies in another country to then studying this degree? Did it? Did it prepare you better? Or do you feel that you were disadvantaged in any way, you know the UK education system is quite different to other countries. Yeah.

05:34

I think country wise, I would, yeah, I wouldn't say there's massive differences. I think for me, if I'm honest, it's probably the age difference, you know, doing something in your 20s. And doing it in your mid 40s. Is, is a lot different. So it's more for me that that personal characteristic. And I've lived in the UK years. But having said that, it is quite different in terms of just common, like language things and slang. And even coming over here from an English speaking country and working, it was a bit like, it was a bit of a culture shock. And English is English, but it still is different. So I found I think, at times, I think the UK, and this may be my prejudice as well. But at times there is a bit that the British is a is a better way, it's more superior. And, and you know, some of my friends will debit you know, finances or finances that black or white. And so, you know, we would have a bit of a laugh about that. But that is maybe just Yeah, I think. Yeah, I'm not sure. So I'm just reflecting but but, but it is it can be a bit different. I think. Just trying to correlate this bit more to, to how it is now. I think I think one of the things for me, that has made the UK experience even made me able to settle into it is because it's there's European, there's a there's a big mix of people. And so across my work background, I've worked with people all around the world. And I find that quite stimulating, and it's just not. Yeah, it doesn't matter how well people speak English, you can still get to the heart of something and learn that way. And I think I learned more in that kind of raw atmosphere rather than yeah, having to be more, I don't know, T's crossed and I's dotted. Yeah. Does that make have answered the question? You're allowed to say if I ramble, because I know what you do that at time. So just to say,

**Philip Dewhurst** 07:48

No, that's the whole the whole point of the of this sort of an interview is to let you talk. Okay, so let's, let's move on to more recently, so, since you started training, as a chiropractor, what's been your, your biggest challenge that you've experienced on the course?

**Participant A25** 08:10

For me, it was that I didn't appreciate the transition, appreciate the transition from being in a business to medical would be you know, it's not just about muscles and anatomy. And that's it, I think, getting familiar and cognizant with, with anatomy at the level that you need to I underestimated that in neurology for one, you know, I probably thought it was a bit more you know, soft tissue work and you know, your muscles and probably compared it maybe more to physiotherapy or something. I didn't have a real appreciation for how much you need to diagnose and how underlying conditions, you know, low back pain, maybe something more sinister and, and that kind of the detail that you need for it.

**Philip Dewhurst** 09:03

What do you think has affected your learning the most? So I've never been any particular. Any particular factors or any particular things that have happened that that's affected your ability? Your learning?

**Participant A25** 09:23

Okay. Yeah. So, I mean, I couldn't get away with saying the pandemic has definitely affected things. I think there's been both positives and negatives. I am more I like more real face to face contact. And I think not having that has impacted. Yeah, has just impacted my ability to learn. screentime is great. It really helps with scheduling and lectures from home. But at the same time, I think I probably haven't felt as part of the year cohort and that kind of, this is where I belong. I feel a bit more fragmented. What else affects my learning? I think having having people that you can, peers that I can talk about stuff through to help understand. In year two, I had a study group. And with some mature younger people, they're all in their early 20s. And it worked. It was, you know, a couple of times we get off track, but it was it was good. And so that was good for me. It does. I don't always have to, you know, there's also the mature, mature friends as well. And and we have other study groups are going on, but I've tried to kind of be, yeah, just just to get in there. And just, I think not, you know, not judge the younger people, not just we've got to learn and just just try and get on with it. So yeah, so that connection with with peers, and I guess, re explaining, in general terms, how something how something happens, and discussing with them has been helpful. I think over the years there has been a few tutors that I felt have been just foundational in terms of their they go, I guess, above and beyond the job, but they bring that conductivity through the unit into your practical skills. And I felt like I could, yeah, approach them and talk about things, which was helpful. Yeah, that's it.

**Philip Dewhurst** 11:25

Okay. So, as you volunteered for, for all parts of the study, we've, I've got some data here, but from the student record system, and from your survey, so i'm going to explore some of that data if that's okay. So, overall, your, your, your high achiever, your your attendance has been high over the three years, and your grades have been quite high as well. So, so yeah, attendance wise, it's been 83%. and above, across the years. And in in the third year, your attendance got to up to 95%. And your, your grades in year one and year two was 76. And then in year three were 66. As as an end of year average. So I'm just curious, because you're had a mitigating circumstance for the third year. And and you don't need to go into any details. So anything you don't want to I'm just purely curious and explaining was Was there something different about year three? That that affected your your, your performance in that year? Or anything that you're associated with that?

**Participant A25** 12:40

Yeah, yeah, I think I think year three was the kind of the height of COVID in terms of practical classes. So we saw the same 20 people for an entire year. And at the beginning of the year, we were unable to change a partner. So you were with that person for an hour and a half. Contrast that to say you're one where it was 60 of us in a room and you just kind of there was just a bit more flexibility. Obviously, that's all COVID stuff, but And fortunately, I really got along with the 20 people. I had a great group in year two. I'm sorry, in year three. And that was fantastic. So there was nothing. Nothing in terms of relationships. So that was, I think the the pandemic was quite hard. I did have dizziness, probably from February until end of the year. Yeah, but again, after a viral infection, and they think it was just an ear thing. But that I think not being able to sit for as long periods of time as I could having to take breaks much more. Much more quicker. And just Yeah, I mean, I think just frustrated with yourself when you want to go and you just can't because your head is going I can't do it. I definitely struggled with that. I think also in year three, the the research project was that was that took a lot out of me. I did well I got 74 on it. I always think you guys mark harder than you should but but that I think, again, and I'm just comparing with what other years had not having one individual tutor along that I think was really difficult. And the energy and the capacity to kind of carry that and go each week and have a have a chat with the tutor one to one and she was available and that was great. But I just found that in on itself was was like a separate project running along everything else with uni. And it did. It did drain me quite a bit. So that I think, yeah, I think it would have been better to have I don't know, someone just a more specific tutor rather than the general. Because yeah, I mean, I wanted to do well I had I had a friend You know her and I wouldn't be having weekly calls, how are you approaching this? And again, again, that helped. And then I think also, I think by year three, and this is again, I don't know, maybe I'm maturing as I, as I go through the degree as well. But I would love to get a first and that has always been kind of very much on my mind. But at the end of the day, I want to be a good, but I want to be good at what I do with my hands and interacting with people. And so I kind of let go of the, you know, it's all about the academic, academic and kind of thought, you know, it needs to be about the other stuff as well. And so And even now, and it's, it's a tough transition, because yes, I want to hit one, but at the end of the day, it doesn't matter, I want to be good, I want to be good at my job, and, and be able to help people and have that effective, whether I get a 70 or 60, or 68, it doesn't, I mean, really, at the end of the day doesn't matter. So I think my own beliefs have shifted, as I got into the course, and kind of realised how difficult it is like, you know, you think people you don't appreciate like most things, you don't appreciate something until you're actually in it. And it is it is a really hard course. I mean, it's not like uni before where Thursday afternoon people be going for beers. And it didn't matter if you were hungover on a Friday and 20 hours a week, it is really full on and, and yeah, so that I think I've come to a place where I'm at. I'm pleased with what I've done. And I just have a bit more appreciation for Yeah, for the course and for what the degree is, which I didn't before I mean, my previous career, I think is more black and white. And yeah, okay, it's not just numbers. I mean, you do do strategy and other things in there. But I think this is just another level. Okay. That's really interesting. So from your survey data, there were some questions in there about finances. And you, I kind of subgroup that into those who were dependent on things like loans, and those that were independent of loans. And so you find it's an independent category. So how, how has it been, I suppose sort of self funding? has that affected the way you've approached your studies? Has it placed any additional stress or pressure on you? Is it something you think about or, you know, just just trying to see how that that plays into your into your studies at all? I think no, I don't I don't think it's played. It hasn't played directly into my studies. I think being an independent person and able to just spend obviously, when you have a career is a lot different to you know, now we're on one income. My partner did threaten that I would have to live in the campervan if things all went a bit wrong. So thankfully, I haven't I haven't been booted out to the campervan. But But I think but in so indirectly, I'm aware more, I guess in my relationship, you know, with with him providing more. In the second half, I had some savings from when I worked as well, but also him providing more for the latter years. And I guess maybe I'm trying you try a times maybe compensate by doing other things in the house or whatnot, because I'm not pulling in an income. And I guess, I mean, the other thing, as well as how much of your identity is is a part of the earning and and we're more than that. But so I would try and do a bit more, I guess on that stage, which maybe meant I wasn't as full on on study stage, because I'm just trying to not keep the peace, but I'm just trying to contribute as well, because it's it's it's a rare thing, something that I did struggle with because you think I'm just so used to doing this, and then you don't. So it wasn't directly related to my studies, but maybe indirectly, because I'm also aware that there's something else I need to look after. So I don't have as much focus or attention on just studying.

**Philip Dewhurst** 19:03

And you said you had some savings when you you started. So did you did you work alongside your studies as well? Or did you have you sort of just been focused on on the studies?

19:14

just 100% on studies.

**Philip Dewhurst** 19:18

So, from the survey as well. There were some questions about different social groups and clubs and time, that sort of thing. And you, you ticked, you ticked a box for being part of a professional organisation. You also ticked a box for for not being in a club. And you said that time, the time that you spent in those in any groups or clubs decreased. So just again, just exploring that in terms of what, what the clubs were and why time had to decrease for that.

**Participant A25** 20:26

Yeah. So I really liked Kairos is one of the clubs that I join. Is that the kind of things you're like, yeah, just checking. It's been a while since the survey. So yeah. But yeah, Kairos was was was great. And that was fine. For years one and two, when I moved to get there for 6:30 It was is more just timing and scheduling of trying to find a place to have a shower and get ready to then come to class without having to take my gym kit, my full day stuff, breakfast lunch, and it was just so if I lived five minutes near, then I can kind of go there and run home but I just felt like I was you know, you bring in your whole day. Just got it. I did it for a bit. And then it was just like, nah, this this doesn't, doesn't work. So that was more I guess, timings I love that it was in the morning, because I think that's a great kind of time to dedicate to that stuff. But because I moved further away, it was difficult. Um, what else? Did I I just want to brainstorm just some of the other clubs. Just the Insight club, I really liked that. I know it's no longer going but I just liked the variety of it. And it challenged me and some people I thought not, you know, I would just look to find the just kind of believe any of this stuff. But other times they think, no, they really got a point. So I liked that. I didn't know I liked kind of, I guess being exposed to just what things could what things are out there and me kind of using my own filter going okay, I get that. I don't get that. Oh, that's interesting. Is that true? And it just, I guess it just kind of, you know, sparks an interest in things. Other clubs are you allowed to remind me about other clubs. I'm trying to think sporting stuff. I didn't do

**Philip Dewhurst** 22:18

things like sports, or anything like that.

**Participant A25** 22:21

Yeah, I think for me, it's more again my age. I'm trying to I think it's two things. I mean, it's one I've I feel a bit I'm I'm just a bit older, and a lot of the uni are a bit like my niece and nephews ages. Obviously, there are more mature that I can hang out with him that but I also kind of feel that it's their time. And I'm not going to try and I don't need to do this stuff. I've got other friends and social groups. And gym here that that is more me. So it's just kind of trying. Yeah, I think there's lots offered, but I was just kind of uni was uni to me, it was a little bit like a work thing. And I didn't have to have my whole social network around it. I was quite happy, you know, got my partner and friends and family outside. And I think I needed that balance also.

**Philip Dewhurst** 23:14

Yeah. Okay. So time time, for those went down more because of where you were living in travel when that sort of thing?

**Participant A25** 23:26

Yep. Yeah.

**Philip Dewhurst** 23:29

All right. And and then, sort of on the same topic of time, I suppose is you you said in the survey that you were outside of classes, you were spending around 26 hours a week or more in your own sort of private study. So how has that been? Because that's, that's that's a lot of hours. So is that been something that you've done throughout the course? Has that changed over the years? By by having that amount of time do you think that that's been a big part of of why you've had a high performance over the years?

**Participant A25** 24:09

Yeah, I think yeah, I guess I could probably spend double that time. I just think there's a lot of i Yeah, I'm just trying to I think I felt I'd needed to put that time in to actually understand things. So I'm not I don't do skating over the surface. Well, if I if I'm in something I'm bested, and I try and I, you know, I try and pick it up and get in there. So I think yeah, it's a good question. Can you ask me it again?

**Philip Dewhurst** 24:58

So essentially, um, Do you have if you're doing 26 hours a week? Do you think that that's been an important part of your success to date?

**Participant A25** 25:10

Okay. Yeah, yeah.

**Philip Dewhurst** 25:12

If you did less than you said you could do double. But if you did less than that, do you think that your your grades would have gone down?

**Participant A25** 25:19

Oh, yeah, absolutely. Yeah, absolutely. Time is a massive factor. And I think yeah, absolutely. Yeah, no, that's, that's it their time is, time is key. And, yeah, it's just, it's just how you learn. You have to get into the nitty gritty of it and kind of peel things back. I feel and to work through things. I mean, there's no shortage of material in any of the courses. And, yeah, I think that's, that's I don't have much more to say on that.

**Philip Dewhurst** 25:50

No, that's, that's fine. And do you think that you said earlier on about applying the information that the way that you learn is you need to see that application? And do you think that's why you, you spend that much time? Is it because you're you're looking at how you can apply that information, rather than just learning it? Kind of thing?

**Participant A25** 26:12

Yeah, yeah, it's application, I think, at times, and I mean, you will probably have gotten a barrage of information on this from students over the years. So it's not it's not a blame thing. But I think Moodle is wonderful. But it also is a bit of a dumping ground. And everybody, you know, coordinates it differently. It's, and so a lot of the time because it's on Moodle, it's examinable and stuff, but I suppose I think I can imagine, I mean, it would have been great learning before Google and all this stuff, where you actually were given materials, and this was it. And so I think we've kind of gone the other way where everything is on there. And I would actually say it needs to be a bit more streamlined. Because a lot of what I'm doing is formatting and, and changing decks or whatnot and getting it to something that I can then use. Now, I know you do learn from that. But the extent of it, I spend more time I feel doing admin, rather than as much like synthesising and learning, it's just because of the different ways each instructor or sometimes you get a course. And we've had a few of them over the years, our year group, especially where they start the course and they're using someone else's PowerPoints, but someone new is coming in, and then they're teaching it, this isn't a you know, I'm not, I'm not laying blame. But it's just, it's so fragmented, and everybody has their own little twist on it. And then so you go to ask them questions about the deck, and it's just well, you know, they can explain it, but they, they're not wholly owning it, it's just kind of, it's a lot different. Obviously, when you, you teach it, you do the PowerPoint, and you're, you're the one that people report back to. So there's been a bit of I think that helps as well. But yeah, that's my that's my suggestion for Moodle is I think, we need to come back a little bit the other way. And I, you know, I get the there's probably some students and you know, maybe the younger ones, they want to be spoon fed, they want it all on there. And so I'm not saying that I know, you have to tease it out, and you have to get the work. But I think there needs a little bit more refinement, to get the core information rather than having to tease through so much to get out the good stuff from it.

**Philip Dewhurst** 28:12

And how important has Moodle been to your studies? If just in terms of how often you've used it, how you engage with the material is how big a part of your of the course has it been?

**Participant A25** 28:26

Yeah, it's huge. It's absolutely huge. I mean, yeah, having access to material in advance is is most helpful. Again, different tutors would I think it's changed. It's changed more now. But we have had times we wouldn't get it till a few days before and depending on your availability, then you don't always so it was I kind of like to read the deck before and then you go to the lecture, you can add some more to it just so you're not learning. entirely fresh. But But yeah, it's, I mean, the old way of just kind of, you know, some teaching and you've got to catch it all, is it? It puts a lot more pressure on the students I like I've had times where I've watched a video a couple of times. And I think it's it's helpful just knowing that information is there when you want to go back to things, I think, I guess it puts you in a bit more control of your learning because you can go Oh, no, I know the business stuff. Okay, I won't put as much time on that. But this one no. And so yeah, it just gives it I guess it caters more to each individual.

**Philip Dewhurst** 29:24

Okay. So let's then go to motivation as an area so you you from the survey you were quite motivated to start the course so way back when you were starting the course, less motivated about generally University and engaging with things in and around the university. I'm just curious, your your motivation levels for for the course and for the university. Have they stayed the same? Are you as motivated now as you were? A few years ago, if it's changed. Why is it changed?

**Participant A25** 30:04

Yeah. motivated to study motivated to? What kind of motivation to use

**Philip Dewhurst** 30:10

the same? Well, both the motivation to Yeah. What are you as motivated now at the end of the course, as you were at the start of the course? And does coming to university itself provide any motivation? Or is it just about the studies?

**Participant A25** 30:29

I think I'm, I'm proud, I'm def. Yeah, I'm less motivated. But I'm also I'm probably more keen to work and just get out there now. It's been, it's been hard four years, I definitely think the pandemic, I don't think we can underestimate how that has just impacted people's capacity. So all that stuff. And I don't want to say that as an excuse, but just every once in a while, I think God, this would be so different if it was done this way or that. So the pandemic has been, has been hard, I think not just for university, but just living and what that I mean, it's society, isn't it? So? But I think, Yeah. I mean, I think I, I am still motivated to to do well. But I think my motivation, as I said earlier, is a bit more on becoming on the quality of myself as a practitioner, rather than getting the grades. I think also, I mean, this is just random stuff. But in the earlier in year one, we would do some reflective essays. And I found that depending on who the marker was, the marks would be different. I would compare something to someone else a colleague did, and it just didn't seem to make sense of it. And I think that that can be a little bit frustrating at times. And I had one example where, you know, I think it was it was it was year two, and year three, and it was one tutor. And I know you're gonna strip the names, I was No, but it was just, and anaother tutor marked one essay and said it needs to be marked by a third person, and I went to talk to them in their office and the first tutor just happened to be there. And she's like, No, no, it needs to be first person. So the two of them in the office, while I'm then you know, she overheard you know, I say it's the other way. So. So depending on who you get as a tutor that not I mean, it's little stuff. But I guess, to me, coming through the four years, again, this is not a dig this is also I'm a bit of a business person, Phil, so I'm just, I think there's, there's a lack of correlation between between the years and definitely between uni and clinic. And there's not this kind of fine thread that you need in business to kind of keep you know, the right hand knowing what the left hand is doing. And, and I'm aware of that more now, having gone through the four years, in the first two years, it's all a little bit rosy. And I think, you know, lack of, you know, we had the year tutor is a really good thing. I think it kind of brings a little bit of unity to the group and just gives everybody a bit more sense of belonging. And then it just kind of feels like we've just had an hour a little bit. I don't have strong, there are strong people there. But it's not to the same degree that it was that what those people did. So I think that affects your motivation, as well. That's a weird answer. But

**Philip Dewhurst** 33:30

no, no, it's great. It's great. Um, so from your point of view, what what, what gets you out of bed in the morning? Drive? What was that motivation?

**Participant A25** 33:42

What gets me out of bed in the morning. So I think knowing that I'm going to help people, and, and I guess, bring some some positive change. You know, I had to do a rehab plan for a 10 year old kid with low back pain and he was deconditioned. And I'm still kind of getting to the fact that a 10 year old can be deconditioned. And in today's because he's doing too much gaming and stuff. So it kind of tugged at my heartstrings a bit at the same time. I thought oh, this is really cool. And so you know, I did cartoon pictures and I did and I thought now this is this is it. So I guess it's for me, it's also knowing where I feel I'm gonna make a difference. I want to be effective. That's That's what gets me out of bed in the morning. I am I want to I want to contribute, I want to know where I'm contributing. And I think as well, we're having a common goal. I mean, in the last year, I think some of the relationships I have some of them are you know, we're covering everything because it's just such a it's such a heightened stress state with with with COVID and final year and it's kind of you know i've got some lifelong friends where it's like anything goes and it's like oh, what's it today and that has really knowing I have those connections is is great because while I might be having a great day you know someone else might be having just a bit a bit down and it's like, Oh, no. Okay, so I think, yeah, again, for me, is this interesting me hearing it, but I like to be part of something I'm not kind of on the periphery kind of thing. I like to be, yeah, to belong and to be part of something.

**Philip Dewhurst** 35:17

And how important, I suppose is it then that you've got that network, those people that you can turn to for support?

**Participant A25** 35:27

Huge? I mean, in invaluable? And I think my partner would even say it's more valuable because he's so tired me here. If I hear one more thing about those reflective essays, yeah. Like, fine. So. So yeah, you do have to? Yeah, it's having that common goal and just and people who who know and understand. It's, it's great. And, yeah, I think, I mean, I've got a core group of mature people, but they're also, they're also also are some younger ones that are mature that you can kind of yeah, we're just, I think people are more real. And that might also be a bit with COVID. Where, you know, I don't really do facades, well, because I don't, you don't actually meet the person. And we all have our facades. And so there are a few younger people as well, where it's just, I'd like to think people are more okay at saying, Well, now, this is hard, right? Like, I know, and you know, I've got it. There's all the people the posturing and stuff that happens. And that's great for some. But I think, yeah, that network and just being real has, has has really helped.

**Philip Dewhurst** 36:28

Okay. So let me just go back to my questions, because we jumped around a little bit there. But it was all good, fine. So overall, in terms of you talked a lot there around the course. And your experience has has the course been what you were expecting?

**Participant A25** 36:49

I think I think yes and no, but my expectations have also changed as I've gone through it. There are some adjustments that I still struggle with, and even last night talking to the tutor and saying, Well, that's not the goal, actually, that you're going to be a great adjuster at this thing is when you come out, you know, you've got some basics, and don't worry about it. And I think I don't want to. So. So that's changed for me. But I think overall, I feel I feel equipped, I definitely feel equipped on pathologies, and helping to identify like, underlying conditions. So in that sense, yeah, it has it has met expectations.

**Philip Dewhurst** 37:37

Alright. And you said anyone about you study with a group or certainly pre COVID, you had a group of friends, and some of them were younger, but more mature young people. So again, is that something that's carried on through the course? Do you still study as a group? And what's the dynamic in that group than is it? How does it work?

**Participant A25** 38:03

Yeah, so my study group from year two has dissolved. We are and that was just, that was more, I think, just specific for, for pathology, who I'm trying to think of the course now. But yeah, that it was it was it I guess, it's kind of function add? I mean, we still have a WhatsApp group, and if anybody is kind of needing things, and there's the odd post on there, but I think people have drifted away from that a bit. At the moment, I'm having OSLER group that we're, we're meeting every Sunday, again, through WhatsApp and during preparation for that, where am I going with the question? What's, what's the thing with the group if just

**Philip Dewhurst** 38:45

the dynamics, what happens in that group? Meeting over over WhatsApp? So all sorts of things happen when you're in a group setting? Okay.

**Participant A25** 38:55

So it can be simple things from there was a deck sent out on tendinopathy from a tutor, does anybody know where that is actually housed because I didn't have a chance to read it when it came out. So or process for clinic, I haven't done an ultrasound yet. It's changed from when we came in, what's the process, and then we meet together for a few hours on Sunday mornings, and we are going through routines and starting to do OSLER cases that have talked about jobs as well. And, and just I mean, the last, the last few months have been hard, I think just was so much going on my group work presentation is later today. So it's just it's all kind of coming to a head. So it's been quite a quite a busy time with that getting that and the coursework. So we're also venting, I suppose, and just sharing, you know, how many essays you've done through all this kind of stuff. It's a bit of a. Again, you're all you're all in it and so just somebody knowings for me sometimes knowing that everybody else is wrestling with this stuff as much as you are is really helpful. And, yeah.

**Philip Dewhurst** 40:02

Okay. So we're coming towards the end now. So from your, from your experience now, of course, what's the university done to support your studies? And has that been effective? Or was there any, is there anything else you think university could have done to support you?

**Participant A25** 40:21

I think I think overall, I, I think personally with with people and providing their availability, that's been really good. And I think in well, I would say in all instances, when someone says, you know, if you need to call me or email me or whatnot, people are available. I think, having a common thread and lack between the years and maybe sometimes even specific courses within a year, just that kind of flow and correlation would have made things a little bit more made things seamless, and a bit less clunky. The transition into I think, from clinic and some of the processes there, versus some of the stuff we have done more in on campus, like I know there's there's routines, but some of the tests and routines, the tutors are like What's this one? There's a sort of the tutors in clinic are maybe those tests aren't the most effective. So it's a bit of a tick box for showing that we know the routines, but then again, there's not that practical application. So you know, when I have a new patient, I'm going through and I have a blank piece of paper, and I'm writing what I know if the routine down off, and then I'm crossing out okay, well, I'm not going to do I don't know, tibial torsion, I'm not going to do. Anyways, you're just they're not always. They're not always needed. And so I think again, just streamlining it. To know what we need to know, some of that some of the processes as well. So one of one of our we did an audit on blood pressure. And and I think maybe learning like in year two or year three, what the protocols are because in clinic it was all still a bit well hold on we is it this is it that is it, we know it NICE says but what's actually the protocol for checking blood pressure, if it's over 140 Is it check it at the next appointment, and it's just kind of getting that I think if you learn processes early on, then it's just it's there's so much when you come into clinic, it's you know, and, and I appreciate as well that the university has 160 of us in there for a short time. But it's just I guess it's kind of so it's just like a short term, intern, like, you're not there as you are in a normal job. So it's quite heightened. But there's a lot of things that are a little bit different there too, when what you're learning in year two, and three, and I just wonder if there could be a little bit more kind of correlation. This is how we as a uni do things rather than this is this way, now you're learning a new thing. And, and also, and I've said this to a few tutors, but they're like, we kind of need like a core. This is these are the core things that I want you to do. And while we appreciate different tutors might have a different approach. This is how you're going to block as an example. This year we had a class a lecture on blocking, I went in had a patience. But I was determined to get this right. You know, figuring it all out went to the tutors lounge and three of them had three different methods for how it could block. And lots going on. I wasn't in tears, but you know, and you're just, I want to learn it, I want to apply it. And then it was just like, I shouldn't have never gone in there. I should have just tried to do my own thing. And then I would have had something to build on. But I came away just quite fragmented. Again. It's not blaming anybody, but it's just I it's better if I don't have to then change and learning from what's taught in a lecture and to clinic and just to kind of get so this is kind of what we do. And and then that's been taught. So if that makes sense. Does that make sense?

**Philip Dewhurst** 44:01

Yeah, yeah. So I think my final question, though, as we come to the end, and I asked this question at the beginning, so I'm just gonna see if the answers change. But do you what do you think has been the main factor that's affected your education, be it positive or negative? What's the one thing that stands out to you?

**Participant A25** 44:28

I think I'm gonna get a bit emotional. But I think the one factor that stands out to me is me. And I don't I'm not you know, but it's been hard and it's been uphill and yeah, and I think I've I've kept going and it's, I think determination perseverence A times thinking, you know, tears before something I'm not going to get this. But I think I yeah, I think I think it's been, it's been me. And second to that is my support group. I mean, my partner and my friends at uni, kind of going, you can do it, or this is how we're going to do it. And well, we'll give it a try. And if it doesn't work, I sound quite dramatic. But you just, you know, when you're learning stuff, and it's all flying around, you just, I, I can be quite pessimistic and thinking now, I'm not going to get this it's like. Well, we'll throw what we can at it, see how you do. And? And that's, I think that's it. Yeah. So. So me. That's interesting, because I wouldn't know. Yeah, yeah. Interesting. Brilliant. Thank you very much. It's been it's been fantastic. Before we sign off, is there anything you'd like to ask me or any other questions or anything like that, that you have? Or anything that anything I haven't asked?