Exploring the gaps

Okay so there’s a credit crunch going on so it’s the wrong time to sign up for courses right? Wrong! If you’ve got gaps in your appointment book then you need to find out why.

Nobody teaches you how to run a business, or tell you how to really make money in this profession. Welcome then to a course launched especially to address these issues.

Now in its third year the Eastman CPD Finance and Practice Management Course focuses on the practical application of financial and management techniques to dental practices. It looks beyond the theory and explores the practical applications of how to manage your practice more profitably.

Spread over five months, and suitable for the newly qualified to those thinking of retirement, the six-day course helps practice owners and associates understand financial and employment issues. It is specially designed so participants have the time to apply new practice techniques, and discuss them with the group at each subsequent meeting.

As well as addressing fundamental principles, terminology is explained, and then applied to dental practices. The interactive days involve analysing sets of accounts, and debating whether to buy the practice they relate to. Participants would also learn to prepare budgets, set fees and prepare employment contracts.

At the beginning of each day participants are invited to ask questions on any subject they want help with. The day is then structured to address the specific needs raised.

The course also examines employment law, where participants review adverts, recruitment questions, offer letters, references including contracts for salaried staff and associates.

Each day will be led by professionals with extensive experience of working with dentists. The principal teachers include:


‘Excellent presentations - I wish I had met you earlier. I have learnt more in the last six months than the last 16 years! I have put into place so many of the things you taught us and already my practice is feeling better and looking healthier, my books have never been this good!’

For further information please contact the programme administrator Marjorie Kelly on: 020 7905 1254 or email: m.kelly@eastman.ucl.ac.uk.

Preparing budgets is a breeze on the Eastman course.

EASTMAN CPD FINANCE AND PRACTICE MANAGEMENT COURSES

Eastman CPD is pleased to announce the return of courses in finance management designed to increase the understanding of financial and practice management issues. The aim of the courses is to enable practitioners both to run their professional lives more efficiently and to make more informed decisions.

The six courses run from January to July 2009 and will cover a range of topics relevant to running a practice. Programme leaders Josephine and Bill Carr will be joined by a number of accountants, solicitors, financial advisors and bank managers who will give essential advice to associates and anyone running, or thinking of running, their own practice. Early registration is advised as places are limited in order to assist group exercises and encourage informal discussion.

The titles and dates of the courses are as follows:

- **Thursday 29th January**
  - Introduction to Accounts (accounting terminology, creating a budget and deciphering final accounts)
- **Thursday 26th February**
  - The Accountant's and Bank Manager's Perspectives (am: taxation, pm: applying for a loan)
- **Thursday 19th March**
  - Practice Management (cash flows, budgets, purchasing, banking, fee setting)
- **Tuesday 28th April**
  - Thinking of Buying or Selling a Practice?
- **Thursday 4th June**
  - Employment Issues
- **Thursday 2nd July**
  - What Next? (Should I expand? If yes, how, where and when? Sole trader or limited company?)

Each day provides 6.5 hours of verifiable CPD.

Course Fees:
- £181 per day or a reduced fee of £1,045 for all 6 days.

For more information on these courses, please contact:

Marjorie Kelly, Programme Administrator
Tel: 020 7905 1234
Email: m.kelly@eastman.ucl.ac.uk
I’m watching you

Patients are very astute when it comes to determining how much you care about them and their treatment, says Mike Wanless, who says there are ways of learning how to show them your sympathy effectively

Earlier in this series it was stated that patients assess us largely by how they perceive we care. In this article, we will look at how we can show that we care. You care for your patients as do all your fellow students, and although some of us are naturally better at showing it, it’s a skill that can be learned by anyone. So how can we show that we care?

When patients assess us they make value judgments about what we are like as a person. As human beings, we all do this all the time. Albert Mehrabian (1971) conducted research into how people decide if they like another person. This research is often misquoted, but has been successfully applied to other value judgments. When deciding if we like someone it is based on three communication channels, as we decide if we like the messages they convey to us.

We base approximately seven per cent of our judgment on the words the other person says. Thirty per cent is based on paralinguistics which is how we speak. This includes voice tone, whether our voice is monotone or goes up and down, loudness, speed of speech, accent and the little words we say like ‘um’ and ‘ah’. The remaining 55 per cent is made up by body language, including facial expression. So how can we demonstrate that we care through body language?

Showing the signs

If you imagine that you are looking at yourself in a mirror, what sort of face are you pulling when you try to show that you care? Using facial expression appropriately is a strong indicator of caring. Have you ever had a conversation with someone who shows very little facial expression? If so you may have sensed them as being cold or uncaring. It does not mean that they were uncaring, but that is how they looked. Maintaining good eye contact is also an indicator of caring, but that is how they looked. Maintaining good eye contact is also an indicator of caring, particularly if the person is looking at you.

 Gestures and body position also convey strong messages. A closed body position (with arms and/or legs crossed) can be read as indicating defensiveness. Simply uncrossing makes us seem more open to what the patient is saying. Open hand movements also indicate openness and genuineness. Just watch the hand movements of a politician. Many are trained in how to use their hands to show what a ‘genuine’ caring person they are.

In future articles, we will look at how we can show that we are listening to what patients tell us. We will also look at how we can respond verbally and non-verbally to show that we appreciate how they feel, which is a powerful tool in relaxing the nervous patient and developing rapport.

Reference


Speaker: Prof. Dr med. dent. Fouad Khoury
Prof. Fouad Khoury gained his DMD at St Joseph University, Beirut, before joining the Department of Oral & Maxillofacial Surgery at the University of Freiburg. Since 1994, he has been a full Professor at the Department of Oral & Maxillofacial Surgery, University of Münster, and Chairman of the Privatklinik Schloss Schellenstein, Implantology Centre, Oldenburg, Germany. He has given 700 lectures/courses on oral surgery, bone transplantation and implantology.

Current Concepts in Bone Grafting and Accelerated Implant Treatment

Advanced Surgical Procedures with Autogenous Bone

The Royal College of Physicians, London, Saturday, 14 March 2009

The learning objectives for the day have been selected to address existing concepts of bone grafting and accelerated implants. Participants will learn to evaluate, diagnose and recognise possible indications for accelerated implant treatment. Techniques for the safe harvesting of mandibular bone block will be discussed, providing an understanding of new biologic methods of grafting for improved healing and regeneration of the grafted area. Delegates will learn to analyse the application of autogenous block grafts for lateral and vertical bone augmentation and to optimise the technique of block grafting (high graft vitality). The final learning objective is to gain knowledge of soft tissue management for graft protection and soft tissue augmentation.

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