“A career path change and discovering my passion”
by Moiz Mohammed

Planning phase rather than starting treatment with no concept of how it will conclude- an unfortunate error many of our profession have made and are still making.

At this transitional time, Dr Buckle is there to help. He encourages bringing models and helping with the treatment making decisions, while always insisting that all the records are as accurate as possible. Poor records mean all further stages are compromised. Unlike many of the restorative gurus out there, Dr Buckle is always approachable.

This course has truly changed my practicing career and I am now doing the kind of dentistry I could only have imagined a few years before I have, since gone on to the advanced set of modules and slowly have gained the confidence to tackle complex and difficult cases.

The Philosophy of the Dawson approach really emanates from Peter Dawson himself, possibly the most important figure in the advancement of complete dentistry, and Ian Buckle, along with John Cranham, Glen Dupont, Dewitt Williamson and Andrew Cobbold (to name a few) have brought this philosophy forward. They teach with a passion and desire to spread their knowledge as Peter Dawson would have wished when the academy was first set up.

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This seminar is recommended either as a stand alone lecture or as an introduction to The Dawson Academy Core Curriculum Series.

Stress Free Predictable Dentistry

When Jim and I started working more closely in the practice together, we very quickly realised that there was no place to hide and that there were gaps in our knowledge. What seemed like simple things like bites and occlusion, initial edge position, occlusal planes etc were mostly fine but on the odd occasion things just didn’t turn out as we had expected. Despite there being an abundance of post-graduate training and CPD we struggled to find a simple solution to what seemed to be simple problems. A chance find on a temporary crown course gave us that solution.

Jan was presenting, and over coffee in the break we got a few nuggets of information that helped immediately. We liked Jan presentation style and decided to take the Dawson Modules. What that gave us was the ability to formalise and simplify the examination, diagnosis, planning and treatment stages. With both myself and Jim taking the course it made things much easier to put the theory into practice.

The difference this course has made to my daily working practice has been fantastic, not only has it given me the ability and confidence to tackle harder and more complex cases but it has afforded me the opportunity to practise the kind of dentistry that I wanted to do. Dawson took a scary, often daunting subject, broke it down into understandable concepts and rebuilt it in a simple and logical fashion.

This kind of dentistry has increased patient referrals and uptake in treatment acceptance. I have a much greater level of satisfaction for myself in knowing that the treatment I have provided has been of the highest standard.

I cannot recommend the Core Curriculum of learning enough for any dentist or technician who wants to raise their standards and produce the kind of results that many practitioners can only dream of. Be careful though, once you’ve opened the box there’s no going back, but can you afford not to?

For further information on this introductory course, basic Core Curriculum of learning and team events, please contact:

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About the author

Moiz Mohammed Principal BSc (Hons) BDS 1991 Extensive experience in restorative dentistry with over 10 years of postgraduate postgradu- ate training on all cosmetic and reconstructive aspects of dentistry. He continues to lecture on Cosmetic dentistry and has completed of the prestigious Dawson academy foundation course, based in St Peters- berg. He is a member of numerous or- ganisations which focus on stable and functional aesthetic outcomes.