

'I feel passionate about dental education'

Jonathan Myles Worton, 33, is a Clinical Teacher, King's College London, based at Guy's Hospital, and Associate Dentist at Gidea Park Dental Practice in Essex.



I get up at 6:30 am. I live with my partner, a school teacher, and we have a small person on the way, due August. I am currently on a diet so breakfast is an exciting apple or a slice of toast and tea with no sugar.

My week is divided up based on my two positions and starts on Sunday afternoon. As a clinical tutor at Guy's Hospital I am responsible for a group of year 4 dental students on the conservative dentistry clinics. Each Monday there is either a formal tutorial or I run an informal session on clinics on whatever topics the students have asked for. Sunday afternoon involves some kind of preparation, getting together clinical cases, preparing PowerPoint slides or finding study models to discuss.

Monday morning I am up and out the door before 7 am to catch the two trains I need to get to London Bridge; from there I will get a coffee and head up Guy's Tower to the lecture room and set up for the tutorial. The students start appearing just before 9 am and we then have a tutorial for 45 minutes. We then head upstairs to floor 26 where the students set up for patient clinics at 10 am.

In year 4 the students see a variety of restorative cases and we discuss their patients before they bring them in. This gives them the chance to air any concerns, check they have an appropriate treatment plan and know what to expect; if we can we anticipate any problems so they can be dealt with. We then see patients until 12:30 pm; this sometimes overruns if the students have bitten off more than they can chew but I prefer to give up my lunch and see them complete the work they started independently than dive in and finish for them.

If we are on time then I will debrief the students, encourage some self-reflection and then either head down to the break room to catch up with the other tutors or head to one of the many lunch and learn sessions the consultants run during the week. CPD while you eat is an efficient use of time!

We are really lucky to have such experienced staff willing to run these sessions and along with helping with my CPD requirement it is really interesting as the variety of topics is vast.

We are back at 1:30 pm for clinics; we take it in turns to run the consultant new patient clinic. This session sees students assess and treatment plan the new patients. This is a very interesting session as you will often learn a lot from the students; they are un moulded dentists in that they think everything is possible and it's refreshing. Clinics finish by 5 pm and I am home by about 7 pm in time for some dinner and usually an early night. It's quite a full on day but very rewarding.

Tuesday to Friday I work in general practice, less than five minutes' drive from my home. I arrive at the surgery at 8 am to go over my day list and prepare for the day ahead which starts at 8:30 am. The day usually finishes at 5:30 pm although this week I am attending one of the local schools to give my annual presentation on oral hygiene and healthy eating. This week I have booked Thursday afternoon off to try and convince 60 nine-year-old children to limit the amount of sugar they consume; you could say it's a tough crowd!

I was interested in dentistry when I was a young boy after I fell off my bike and took my two front teeth out. However, it was not until after I finished university that I became seriously interested in dentistry as a career and was fully supported by my parents to follow this profession.

I started my training in 2008 at King's College London and graduated in 2012 at the age of 28 following the four-year graduate course (Graduate and Professional Entry Programme). I chose to study science first. In 2002 I read biology and education at Cambridge

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University before moving onto a geography masters at Oxford University in 2005. Following this I taught for a few years before starting to feel that although I loved teaching I wanted to push myself more and started to seriously think of a career in healthcare. I went through the usual medicine, veterinary and dentistry thought process along with some work experience. I knew some medical doctors and decided that wasn't the lifestyle choice I wanted to make, and animals were also not my 'cup of tea'.

I think having been at university before attending King's I had got the 'freshers' thing out of my system and this allowed me to focus more on the task at hand as I had to give up a job to come back to education, and dental degrees are full-on compared to most other university courses.

If you had asked what I would like to have found myself working in for the rest of my life when I was still at school, I am fairly sure that I would have said one of the sciences. The skills I learnt

« at university, as a constable [more about this below], while teaching and in life in general have served me well in clinical practice.

Dental education is something I feel passionate about. I enjoy being in general practice so I don't have any aspirations to become a specialist in any particular field. I think that training to be an excellent general practitioner is demanding and I am currently studying for my second education qualification.

I enjoy providing a full service for patients and also enjoy the variety the day brings as a general dentist. By specialising you can end up carrying out similar work on a referral basis where you don't get to build rapport with your patients. Our surgery offers the full 'cradle to grave' service.

Aside from my teaching role and associate dentist duties, I am a witness trainer for the National Examining Board for Dental Nurses (NEBDN) and an NEBDN examiner. I also give careers talks and attend several local schools giving talks and presentations on healthy eating and oral health, careers guidance and interview skills. I feel it is important not to get too narrow in your outlook; variety and a diverse set of interests help me to keep fresh and on top form.

In 2007 I joined the Essex Special Constabulary as a Special Constable where I worked as a police officer with exactly the same powers as the regular police in a voluntary role. This was an eye-opening experience to say the least and I learned a great deal about the world, especially how to communicate effectively and deal with high pressure situations.

I spent three years with Essex Police before moving to the City of London Police where I was awarded the Renard Trophy in 2014. I hung up my truncheon after seven years' service.

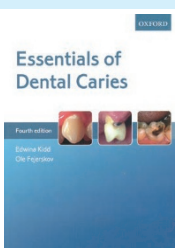
My evenings usually consist of having a relaxing dinner, carrying out a few little jobs here and there if needed (I am setting up my new

office), and if I am not going out I spend time on dental tutor admin/marketing/preparation for tutorials and/or work for my education diploma.

I am a member of the National Rifle Association and enjoy target shooting, a member of the Honourable Artillery Company Light Cavalry (HAC) and treasurer for the Police Detachment. I also like listening to classical music and tinkering with the car. I go to bed between 10:30 and 11 pm. ■



BOOK REVIEW



ESSENTIALS OF DENTAL CARIES, FOURTH EDITION

Edwina Kidd and Ole Fejerskov
2016, Oxford University Press
price \$45 pp 21
ISBN 97801987382686

This small yet fundamental text, now in its fourth edition, is an excellent and concise resource which should be a compulsory read for all dental students, hygienists and therapists in the latter stages of their training. It would also be a welcome addition to any newly qualified dentist's library. I remember reading the third edition of this text during my own undergraduate training and I don't recall it being as organised, interesting to read and simplified as it is now.

The text layout is clear, concise and up-to-date. The highlighted key points, colour photos, simple illustrations and diagrams provide excellent visual aids, especially so in chapters two, three and four. The early chapters simplify the basic principles of microbiology and histology with the use of diagrams. At the end of each chapter there are plenty of references to allow for further reading and some useful links to videos.

This book will answer almost any question a student may have on caries during their undergraduate journey. Chapters four and five are the most useful and would be particularly helpful in students' final year when they begin to assess radiographs and treat patients almost autonomously. These chapters nicely break down the development and progression of dental caries and provide simplified, easy-to-follow, and modern approaches to their practical management. These approaches include stepwise excavation, selective caries removal and indirect pulp capping, and non-restorative cavity treatment. They also touch on the management of caries in deciduous teeth. Further reading is, however, recommended as these chapters only provide short overviews. The final chapters focus on the control of caries for patients/populations and the epidemiology of caries. The role of fluoride, diet analysis and oral hygiene in solving and managing caries problems are discussed, along with a brief description of the Scottish initiative, Childsmile.

This book will continue to educate students and provide new graduates with the answers they need in the early stages of their careers. Its main appeal is that it simplifies the essentials and, on this basis, I would highly recommend it. Having returned to general practice recently, this book was a useful refresher for me. In summary, it is an excellent resource for those needing to update and refresh their knowledge quickly.

E. Ford