

FEATURES SECTION

Book Reviews

Behavioral Dentistry

D. I. Mostofsky, A. G. Forgiione, D. B. Gibbon (eds)
Blackwell Munksgaard, Ames, 2006
320 pp., sb, £39.95
ISBN 0813812135

Behavioral Dentistry is offered as a dedicated volume that will provide dental professionals with effective support in understanding and dealing with the different patient behaviours routinely needing management in the dental practice environment.

The book does not claim to be a definitive text on behavioural dentistry, but suggests that the wide range of international expert contributions will motivate practitioners and students to further develop their skills and interests.

The four sections of the book cover an assorted range of issues. Part I discusses bio-behavioural processes, and is an eclectic collection of chapters ranging from oral health to stress, saliva and hypnosis. Anxiety, fear and pain are discussed in Part II, which ends with a pragmatic and basic chapter on helping patients change their behaviour in the dental setting. 'Emotional and environmental determinants of dental pain' (McNeil, Sorrell and Vowles) is excellent. If you read nothing else, read this chapter. Part III 'Changing Behaviors' and Part IV 'Professional Practice' discuss an interesting range of patient management issues, from the evaluation of the behaviour of patients with temporomandibular joint problems to bruxism and the health behaviour of diabetics. Orthodontists may be particularly interested in the chapters 'The oral and craniofacial area and interpersonal attraction' and 'Behavior management in dentistry: thumb sucking'.

This is definitely a reference text in which experts discuss their particular field of work, and there is no doubt that this book could be useful to students investigating particular areas of behavioural dentistry. A large proportion of the many excellent references are over 20 years old, and as socialization and family interactions have changed dramatically in recent years, these references need to be critically appraised through the eyes of the modern professional.

Perhaps I was hoping for a deeper insight into the reasons for the way in which people behave and the way in which dental professionals can react to manage their everyday situations to everyone's advantage. It is reassuring to know that one's personal tried and tested approach could still be the best for one's patients. There appear to be no new or magical ways of dealing with the surprisingly different human reactions to the dental environment—but do we need a book to tell us that?

Gill Jones

Mastering Digital Dental Photography

Wolfgang Bengel
Quintessence, London, 2006
394 pp., hb, £120.00
ISBN 1850971528

This is, in effect, the second edition of a book first published in 2002. It has been extensively rewritten to take account of the rapid move into the age of digital imaging, and is about three times thicker than before. The book is divided into three sections, Technical, Practical and Digital Workflow, with varying numbers of chapters in each. The first section is helpful for those who are 'techies' and like to know how digital imaging happens. The first part of the Practical procedures section is the one most of us will be interested in reading; it gives lots of useful advice on how to produce good clinical images. There is a passing nod towards obtaining verbal consent for acquiring the images, and later in the Digital Workflow section, the author advocates sending images by email. This is inappropriate in the UK. The later parts of the Practical procedures section give extensive advice on photographing inanimate objects such as study models or dental instruments. For most clinicians, this information, although of some interest, will be unnecessary for their daily work. The final section, on Digital Workflow, is helpful for the archiving of records, and the manipulation of images. Reading this section will show you just how easily digital images can be altered, either to improve the image, or to change the image completely, e.g. not only removing 'red-eye' but changing the

normal colour of the iris of an eye to a quite different colour, while maintaining all the fine detail. Maybe the camera does not lie, but the software certainly does! The final part of this section has a helpful chapter on assembling and delivering a PowerPoint presentation.

This book is beautifully and generously illustrated, as one would expect from Quintessence. It is a book that clinicians who routinely take clinical photographs would benefit from keeping in the practice. It will help them to produce better images, and to understand if things go wrong. It can also be used for staff training, if someone other than the clinician takes the photographs. The price may seem high, but for the quality of information contained within the covers, it would be money well spent.

Richard Oliver

Medical Education: Developing a Curriculum for Practice

Della Fish, Colin Coles

Open University Press, Maidenhead, 2005

263 pp., sb, £23.99

ISBN 0335216226

This book is written by two eminent educators and clinicians in medicine, and provides a wealth of information and food for thought for those who have responsibility for curriculum development. Although it is focused on the medical undergraduate and postgraduate (F1 and F2) curricula, much of the message applies equally to undergraduate and postgraduate dental programmes.

The book is divided into three parts. The first (a single chapter) lays out clearly the authors' concerns about curriculum development in general and Modernizing Medical Careers (MMC) in particular. Detailed criticism of MMC appears in subsequent chapters. The second part of the book, which makes up the majority, discusses aspects of curriculum design. The three chapters in the third part discuss a way forward for curriculum development, based upon the principles established in the second part of the book. Anyone who has despaired of colleagues who discount educational research as being 'non-scientific' will gain heart from Chapter 10, which provides the argument for the value of social science research, and pricks the bubble of the 'truth' of scientific enquiry.

The book is full of cogent argument to support the authors' views on the nature of knowledge, and the way in which the complex undertaking that is curriculum development should take place to integrate knowledge, skills, assessment and evaluation. They cite three models for a curriculum: the product model, the process model, and the research model. The product model is a

'traditional' approach, with the teacher 'giving' the student 'knowledge'. The process model is where the teacher helps the student to seek knowledge and interpret this knowledge to make it their own. The research model puts both teacher and student into the collaborative role of 'finders' of knowledge.

This is not a book for the first-time curriculum developer (unless they have the assistance of an educator), and I believe that only those with the battle scars of leading a curriculum revision will fully appreciate the messages contained within its covers. The language has a heavy 'educational' slant that will make it challenging for the reader who lacks the jargon; however, those who have to undertake curriculum development would do well to read this book, perhaps concentrating on the final three chapters and following the references back to earlier chapters or pages as required.

Richard Oliver

Orthodontic treatment of the Class II noncompliant patient: current principles and techniques

Moschos A. Papadopoulos (ed)

Mosby Elsevier, New York, 2006

298 pp., hb, £99.00

ISBN 0723433917

This book aims to present comprehensively the principles of orthodontic treatment of patients with reduced compliance. In particular, it describes techniques used in the management of Class II malocclusions. Additionally, it endeavours to cover the subject in a critical way and focus on clinical management and effectiveness.

The editor has invited a number of orthodontists to contribute chapters. These authors tend to have developed the appliances or techniques described.

In detail, the book is divided into five well laid-out and beautifully illustrated sections. Section 1 discusses the problems associated with intermaxillary appliances and the classification of appliances used in the treatment of non-compliant Class II patients.

Section 2 gives a detailed description of a number of intermaxillary non-compliant appliances such as the Herbst appliance, the Jasper Jumper and the Twin Force Bite Corrector. The section is prefaced with an overview of all appliances discussed. Each appliance and the individual principles and techniques are illustrated with clinical cases. In addition, the clinical efficacy of some of the appliances is discussed in both the short and long term and supported by a number of studies.

Section 3 concentrates on the non-compliant management of Class II malocclusions with intramaxillary

appliances. The format is similar to that of the previous section, which starts with an overview of the appliances to be discussed. Among others, the appliances include the Pendulum appliance, the Distal Jet and the Jones Jig.

Section 4 describes the use of implants and onplants as absolute anchorage in the treatment of Class II malocclusions. These include both palatal implants and the more popular technique of miniscrews.

In the final section, the editor concludes by discussing the overall clinical efficacy, supported where possible by references, of the non-compliant appliances.

This book highlights the fact that there are a large number of appliances on the market for the treatment of the non-compliant Class II patient. These appliances vary in complexity with regard to the management of clinical time and construction. Indeed, many of these appliances require laboratory fabrication.

Unfortunately, all clinicians treat patients with reduced compliance or where cooperation has been lost. This book, therefore, gives a useful and valuable overview of non-compliant techniques as an adjunct to conventional orthodontic procedures.

Amelia Smith