

Acting against the silo effect

An interview with Dr Tiziano Testori, Italy

Dr Tiziano Testori is the founder and director of Lake Como Institute, a leading institution in dental education located in Italy. With extensive experience in the field of dentistry, Dr Testori is recognised for his expertise and insights on the latest trends and developments in dental education. As a lecturer at Lake Como Institute, he has played a key role in shaping the curriculum and delivering high-quality dental education to students. In this interview with **implants—international magazine of oral implantology**, he discusses the importance of considering the scientific evidence and reputation of presenters in evaluating courses, as well as the benefits of taking a holistic approach to patient care.

What's your view of the exponential growth of extra-clinical educational courses in dentistry?

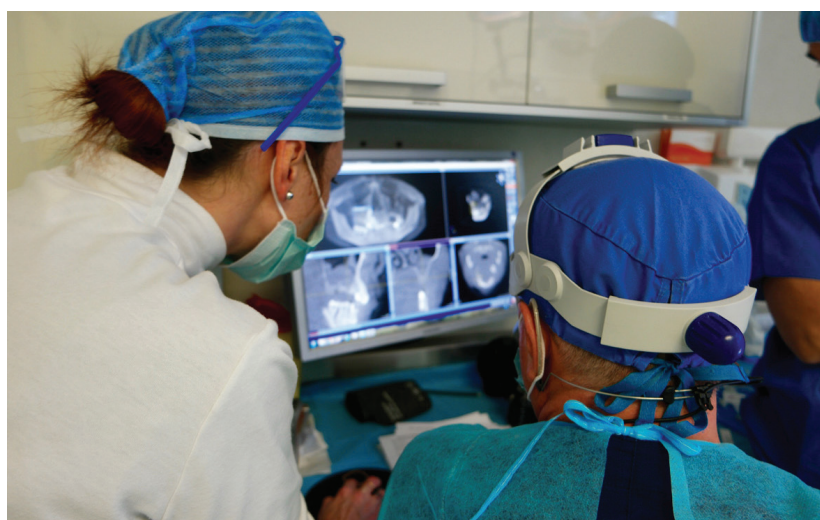
Increasingly, I am receiving information regarding courses, basic training sessions and webinars that cover extra-clinical topics. After some initial reticence, I started to pay attention to some of these programmes and found myself bewildered by the huge range of topics on offer; I had no idea that there were all these things

that we needed to know in order to carry out our jobs. I come from a generation of dentists who had the opportunity to deal with their own clinical training and apply it directly to patients in their own practices, and we never perceived that we needed anything more. I remember though that even clinical training in recent years has seen a multiplication in techniques to be learned and modifications of techniques that are difficult to take in and master.

What has guided your decision-making on what educational courses to take?

I long ago adopted a method for finding my way around clinical research findings and education, and I have adopted it for extra-clinical topics as well: the scientific evidence on the topics discussed and the reputation of those communicating on them. The world is rapidly evolving, and our profession is not exempt from it. The risk of the silo effect, that is, being focused on a single aspect and impervious to everything else, is real, and we can no longer afford to ignore it. Our education must also extend to fields beyond dentistry.





Continuing with this reflection on what training areas to devote attention to, I wondered, how much do we know beyond our profession as dentists? Do we retain sufficient recollection of our studies in anatomy, general pathology, physiology and pharmacology or are we locked up in our daily silos? Do we have room only for dental knowledge?

How do patients benefit from this new extra-clinical knowledge?

Patients do not hand us their teeth to repair as one would a smartphone or an appliance; teeth are part of biologically and physiologically complex systems that are strongly interrelated. Patients' oral health is a continuous sequence of causes and effects to be investigated beyond their mouths too.

What would you recommend to your peers?

I think that the time has come to break down the walls of our silos and build a system of knowledge that targets the whole patient. We should propose a therapeutic alliance that goes beyond dental issues for which we are approached. We should anticipate that moment by communicating with our patients and providing all the necessary tools for their awareness. We should estab-

lish a relationship with and communicate with other specialists, including practitioners involved in dental disease-related pathologies. We should expand our responsibility to patients' experience before, during and after their visit to our practices.

All this is possible today. The important thing, in my opinion, is positioning ourselves correctly without ever abandoning the method of evaluation that I have always followed: the scientific evidence on the topics under scrutiny and the reputation of those communicating on them.

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