

## TRAINEE HANDBOOK 2019



## Forensic Odontology

---

It is essential to read this Handbook in conjunction with the ***Trainee Handbook – Administrative Requirements*** which is relevant to all trainees. This has information about the College's structure and policies, together with details of requirements for registration, training and examination applications.

# TABLE OF CONTENTS

GLOSSARY .....	i
SECTION 1 .....	1
Introduction .....	1
Personal characteristics needed .....	1
General aims of the training program .....	2
Administrative requirements.....	3
Supervision .....	4
Assessment .....	5
Resources.....	6
SECTION 2.....	8
1 Discipline-specific activities of forensic odontologists .....	9
2 Functions of forensic odontologists as managers .....	14
3 Research and scholarship .....	18
4 Professional qualities .....	20
SECTION 3.....	23
Appendix 1: Part I Assessment .....	24
Appendix 2: Part II Assessment .....	27
Appendix 3: Guidelines for completing the supervisor report.....	29
Appendix 4: Portfolio Requirements .....	30
Appendix 5: Forms and log pages.....	32
Appendix 6: Forensic Odontology Project Reports .....	46
Appendix 7: Assessment matrix .....	49
Appendix 8: Forensic Odontology training time requirements.....	50

## GLOSSARY

ANZFSS	Australian and New Zealand Forensic Science Society
AuSFO	Australian Society of Forensic Odontology
BEA	Board of Education and Assessment
CbD	Case-based discussion
CPDP	Continuing professional development program
DOPS	Directly observed practical skill
DVI	Disaster victim identification
OSCE	Objective structured clinical examination
RCPA	Royal College of Pathologists of Australasia
WPBA	Workplace-based assessment

## **SECTION 1**

### **INTRODUCTION**

The discipline of forensic odontology involves the application of extensive dental specific knowledge to legal and criminal issues. The work focuses primarily on human identification, disaster victim identification, age assessment and examination of bite marks. There are opportunities to conduct research in the areas specific to forensic odontology, but also related legal and forensic areas.

### **PERSONAL CHARACTERISTICS NEEDED**

A forensic odontologist needs to have:

- Broad dental experience
- Sound knowledge in dental anatomy and pathology, and comparative dental anatomy
- Sound underpinning knowledge in the natural sciences
- Sound knowledge in the forensic sciences
- Sound knowledge of the law and relevant legislation
- A methodical and analytical approach
- Good oral and written communication skills and interpersonal skills
- Ability to practise as part of a team as well as autonomously
- A high level of self-motivation
- Ability to formulate and articulate well-balanced views
- Patience and attention to detail
- Emotional stability
- An understanding of aspects of bereavement
- An enjoyment and appreciation of the scientific basis of dentistry
- The ability and willingness to offer guidance and teaching to trainees in forensic odontology
- An inquiring mind, to initiate ethical research
- Personal honesty and integrity

## GENERAL AIMS OF THE TRAINING PROGRAM

The general aims of the training program are set out below. These are elaborated as specific training outcomes and activities in Section 2.

By the time trainees complete the requirements for Fellowship, they should be able to:

- Demonstrate a thorough understanding of and perspective on forensic odontology and its role in personal identification, death, police investigations and the community
- Competently complete a dental autopsy of the deceased, including gaining suitable access to the dentition, recording of photographs, radiographs and accurate charting of the dental status
- Accurately perform a dental comparison for identification purposes
- Competently perform an age assessment of a deceased or living person
- Competently perform a dental superimposition for identification purposes
- Assess appropriate teeth for DNA analysis and be able to extract teeth for DNA without risk of contamination with exogenous DNA
- Assist in any of the phases of the disaster victim identification (DVI) process
- Coordinate the odontology phase of a DVI response
- Analyse orofacial trauma
- Recognise the class characteristics of a human bite mark and recognise and explain the limitations of bite mark analysis
- Competently interpret results, distinguish observation of fact from interpretation and opinion and write an appropriate report
- Liaise with other medical, scientific and police specialists, with a clear understanding of their role and expertise
- Describe and appreciate the limitations of forensic odontology
- Explain the legislative basis and ethical issues of forensic practice
- Integrate subjective (eg history) and objective (eg post-mortem results) information about cases, to provide well-balanced opinion to courts, coroners and authorised investigators
- Attend as an expert witness in a court of law and convey opinion in an appropriate manner
- Apply a working knowledge of mortuary and laboratory management with particular reference to workplace health and safety and quality assurance
- Function effectively as a team member
- Participate in and advocate for continuing professional development for all members of the team
- Participate in the teaching of forensic odontology trainees
- Mentor and support other members of the profession
- Take advantage of research opportunities and applications
- Demonstrate commitment to professional and ethical values in all activities.

Furthermore, the RCPA policy on patient expectations of pathologists specifies that pathologists will:

- Demonstrate and maintain competence
- Be respectful of patients
- Treat specimens respectfully
- Foster constructive collegiality and teamwork within the laboratory
- Be part of the medical team looking after patients
- Provide accurate and timely results
- Be professional in their approach
- Be involved in appropriate accreditation and quality activities
- Provide value for public and private expenditure.

The examinations for the Fellowship in Forensic Odontology are intended to certify professional expertise in forensic odontology at a level equivalent to fellowship in other disciplines.

## ADMINISTRATIVE REQUIREMENTS

This handbook should be read in conjunction with the *Trainee Handbook - Administrative Requirements* on the College website.

### **Entry requirements**

Trainees must be registered as dental practitioners with the Dental Board of Australia, or of Hong Kong, Singapore or Malaysia or the Dental Council of New Zealand and must be entitled to practise dentistry in his or her country of domicile, and must have practised dentistry for at least two years full-time or part-time equivalent after qualification.

### **Training requirements**

Training requirements for the Forensic Odontology training program are defined in Full Time Equivalents (FTE) rather than calendar years. To gain the Fellowship in Forensic Odontology a trainee requires a minimum of five (5) FTE years of certified training in sites or positions approved or accredited by the Board of Education and Assessment, and satisfactory completion of the assessment program detailed in this Handbook. There is no time limitation for completion of training. However, the Part II examination should be completed within 5 calendar years of passing or being granted exemption from Part I.

Throughout their training period, trainees should ordinarily maintain a 0.5 FTE (minimum 0.3 FTE) position in sites accredited for forensic odontology training by the RCPA Board of Education and Assessment. It is recommended that trainees also undertake relevant rotations in mortuary practice at RCPA accredited training sites for six (6) months FTE prior to the Part 1 examinations.

Any other concurrent employment should be related to forensic odontology such as general dental practice, or research and/or academic positions in dentistry. For such employment to be evaluated by the Principal Examiner towards accredited forensic odontology training (maximum 0.2 FTE to be accredited per calendar year) trainees should demonstrate active engagement in learning activities related to the Forensic Odontology learning outcomes on anatomy, dentistry and management, including maintaining a record of relevant cases and activities.

Please note that ordinarily, a maximum of four (4) calendar years is to be spent in any one accredited location over the course of the training program. Individuals should contact the College Registrar if a deviation from this requirement is sought e.g. a change in supervisor within the same institution may be considered in some cases as a different location.

A limited amount of Part I training time (maximum 1.5 FTE years) and some assessment components may be accredited based on completion or ongoing study of forensic odontology coursework within approved programs.\* A limited amount of training time (maximum 1.5 FTE years) may also be accredited based on a PhD or a master's degree by research in forensic odontology. In total, the maximum possible training time that may be accredited for academic programs in forensic odontology is 2.5 FTE years.

For retrospective accreditation of such learning trainees should make an Application for a Training Determination prior to training registration. The Principal Examiner will evaluate the application based on comparison of competency standards achieved through academic programs/ previous practical experience, and determine the training requirements and any retrospective accreditation. If trainees are completing these studies concurrent to their training and seeking accreditation, evidence of completion should be submitted for evaluation by the Principal Examiner.

These training requirements and possible exemptions are detailed in Appendix 8. Please note that all trainees including those who have completed or are currently undertaking academic programs in forensic odontology (coursework and/or research) MUST undertake training in RCPA accredited sites as detailed in the appendix and fulfil the necessary casework and assessment requirements.

\* Approved programs include the Monash University postgraduate Master of Forensic Medicine program in the Odontology stream, the Graduate Diploma in Forensic Odontology offered by the University of Adelaide or the University of Western Australia, or other postgraduate programs by local or overseas universities with a substantive forensic odontology component as approved by the College.

## **SUPERVISION**

All training must be supervised. More than one supervisor can be appointed, depending on location and specific expertise. The College recommends that any one supervisor be responsible for no more than two Trainees.

### ***Who can be a supervisor?***

The supervisor will normally be a forensic odontologist who is a Fellow of the Faculty of Oral and Maxillofacial Pathology. However non-fellows may be approved by the Board of Education and Assessment if no fellow is available. Normally, only one supervisor is nominated, but if the trainee spends significant periods working in an area where the supervisor has no personal involvement the supervisor must certify that suitable supervision is being provided. The supervisor must also ensure that adequate supervision is arranged in their absence.

In some circumstances shared supervision may be necessary, but there must be a nominated primary supervisor with overall responsibility. While it is not appropriate for supervision to be delegated to someone who is not a forensic odontologist, it is appropriate for other senior pathology and scientific staff with relevant experience to sign off some workplace-based assessment forms.

### ***The role of the supervisor***

Supervisors should devise a prospective training and research program, on initial registration and annually. This should be devised in collaboration with the trainee and submitted to the RCPA. Supervisors should also ensure that the trainee has sufficient time and opportunities to carry out the required training activities.

Supervisors, and others to whom aspects of training have been delegated, are expected to monitor and provide regular feedback on the development of the trainee's competence. Regular, formal, documented meetings with the trainee should occur at least every three months. Supervisors should observe trainees' practical performance and interaction with other scientists, peers and clinicians; and review resultant reporting. This may be delegated to other trainers where appropriate, eg: when the trainee is on secondment to another mortuary or facility for a segment of training.

The formal duties of supervisors, such as requirements to report the trainee's progress to the Board of Education and Assessment, are described in the RCPA Induction Manual for Supervisors and the RCPA policy on the Role of the Supervisor. Please refer to the most current version of these documents for detailed information (see RCPA website).

## ASSESSMENT

The assessment requirements summarised below are presented in more detail in the appendices.

### **Formal Examinations**

- **Forensic Odontology Part I Examination.** This examination has an emphasis on the theoretical, practical and interpretative aspects of investigations in all fields of forensic odontology. The Part I examination is taken after at least 2 FTE years of training in forensic odontology. See Appendix 1 for details.
- **Forensic Odontology Part II Examination.** Trainees who pass Part I are eligible to sit for the Part II examination, usually in the final year of training. See Appendix 2 for details.

All durations refer to full-time training or part-time equivalent in an accredited facility.

### **Forensic Odontology Project Reports**

Four (4) Reports demonstrating substantive casework and research in Forensic Odontology must be completed after passing the Part I examination and submitted before sitting for the Part II examination. Publications in Forensic Odontology completed during the period of training may be considered for the Report requirement.

A candidate with a PhD in Forensic Odontology may be exempt, while a candidate with a Masters by research in Forensic Odontology may be partially exempt, from the Report requirement.

See Appendix 6 for detailed requirements.

### **Portfolio**

The portfolio is a collection of **workplace-based assessment** forms, the **case book**, and other documents that provide evidence that Trainees have successfully completed a range of activities that form part of their daily work in the mortuary and related locations. The portfolio records the trainee's progress in developing technical skills and professional values, attitudes and behaviours that are not readily assessed by formal examinations. The periodic and annual supervisor reports are also kept in the portfolio.

The **workplace-based assessments** include Direct Observation of Practical Skills (DOPS), Case-based Discussions (CbDs), and case reports. Trainees have the responsibility of initiating the workplace-based assessments and negotiating a convenient time for the assessment with a suitably qualified assessor. Assessments should be able to be done regularly without significant disruption to workplace productivity. Trainees are responsible for providing the appropriate forms and ensuring that they have completed the required number by the required dates.

The **case book** (to be completed in Part II) details the trainee's experience with a range of cases encountered in routine forensic odontology practice as well as in the trainee's area of specialisation. Documentation on each case includes an introduction, a report of the clinical findings obtained through history and examination, copies of medico-legal forms used, working notes, the Coroner's report if relevant, and a one-page comparison report and a summary.

All portfolio requirements are described in Appendix 4.

### **Annual Review of Progress – Supervisor Report**

Trainees must submit a supervisor report for each year of training, including periods of rotation. Please refer to Appendix 3 for specific requirements.



## RESOURCES

These lists are not exhaustive and the publications are suggestions only. Trainees are encouraged to read widely and keep up-to-date in general dentistry, radiology and oral pathology as well as forensic odontology.

### **Textbooks**

Averill DC (ed) (1997) *Manual of Forensic Odontology (3rd ed)* American Society of Forensic Odontology

Baker BJ & Dupras TL & Tocheri MW (2010) *The Osteology of Infants and Children*. Texas A&M University Press

Bass W (1995) *Human Osteology - A Laboratory and Field Manual* Missouri Archaeological Society, Columbia

Bilo RAC, Robben SGF & Van Rijn RR (2010) *Forensic Aspects of Paediatric Fractures: Differentiating Accidental Trauma from Child Abuse*. Springer

Black S, Aggrawal A & Payne-James A (eds) (2010) *Age Estimation in the Living – The Practitioners Guide* Wiley London

Black S, Sunderland G, Hackman L & Mallet X (2011) *Disaster Victim Identification, Experience and Practice* CRC Press

Blenkin M (2009) *Forensic Odontology and Age estimation: An introduction to concepts and methods* VDM Verlag, Saarbrücken.

Bowers M (2010) *Forensic Dental Evidence* Elsevier, Academic Press

Brunette DM (2007) *Critical Thinking – Understanding and Evaluating Dental Research* Quintessence Carol Stream

Burke MP (2012) *Forensic pathology of Fractures and Mechanisms of Injury- Post Mortem CT scanning*. CRC press

Clement JG & Ranson DL (eds) (1998) *Craniofacial Identification in Forensic Medicine* Arnold

Clement JG & Marks M (eds) (2005) *Computer Graphic Facial Reconstruction* Elsevier Academic Press

Cox M & Mays S (2000) *Human Osteology in Archaeology and Forensic Science* Greenwich Medical Media

DiMaio VJ & DiMaio D (2001) *Forensic Pathology (2<sup>nd</sup> ed)* CRC Press

Dolinak D et al (2005) *Forensic Pathology: Principles and Practice* Elsevier Academic Press

Dupras TL, Schultz JJ, Wheeler SM, Williams LJ (2012) *Forensic Recovery of Human Remains: Archaeological Approaches* CRC Press

Fazekas IG & Kosa F (1978) *Forensic Fetal Osteology* Akademiai Kiado, Budapest

Freckelton I & Ranson D (2006) *Death Investigation and the Coroner's Inquest* Oxford University Press, Melbourne

Gunn A (2009) *Essential Forensic Biology* Wiley-Blackwell

Haglund WD & Sorg MH (eds) (1996) *Forensic Taphonomy: the postmortem fate of human remains*. CRC Press

Hill IR et al (1984) *Forensic Odontology. Its Scope and History* Academische Cooperatief s.v. Leuven, Belgium

Hillson & Simon (1996) *Dental Anthropology* Cambridge University Press

Hunter J, Simpson B & Sturdy-Colls C (2013) *Forensic Approaches to Buried Remains*. Wiley Blackwell

Iskan MY & Steyn M (eds) (2013) *The Human Skeleton in Forensic Medicine (3<sup>rd</sup> ed)* Charles C Thomas, Springfield Illinois

- Keiser-Nielsen S (1980) *Person Identification by Means of the Teeth* John Wright, Bristol
- Keiser-Nielsen S (1992) *Teeth that told. A section of cases in which teeth played a part* Odense University Press, Odense
- Kumar V, Abbas AK, Fausto N & Aster J (eds) (2014) *Robbins & Cotran Pathologic Basis of Disease. 9<sup>th</sup> ed.* WB Saunders Philadelphia
- Levy DA & Harcke TH (2011) *Essentials of Forensic Imaging: A text Atlas.* CRC Press
- National Academy of Forensic Science (2009) *Strengthening Forensic Science in the United States*
- Nelson SJ (2009) *Wheeler's Dental Anatomy, Physiology & Occlusion* WB Saunders Philadelphia
- Pan American Health Organisation (2006) *Management of Dead Bodies After Disasters: A field manual for First Responders* PAHO Washington DC.
- Redmayne M Justice (2001) *Expert Evidence and Criminal Justice* Oxford
- Saukko P & Knight B (2015) *Knights Forensic Pathology (3<sup>rd</sup> Ed)* CRC Press
- Sampson HW & Montgomery MD & Henryson GL (2007) *Atlas of the Human Skull.* Texas A&M University Press
- Schaefer M, Black S & Scheuer (eds) (2009) *Juvenile Osteology – A Laboratory and Field Manual* Elsevier London
- Scheid RC (ed) (2007) *Woelfe's Dental Anatomy – Its Relevance to Dentistry* Williams & Wilkins Baltimore
- Senn DR & Stimson PG (2009) *Forensic Dentistry* Second edition Taylor and Francis
- Senn DR & Weems RA (2013) *manual of Forensic Odontology (5<sup>th</sup> Ed).* CRC Press
- Silver WE & Souviron RR (2009) *Dental Autopsy.* CRC press
- Spitz WU (Ed) (2006) *Spitz and Fisher's Medicolegal Investigation of Death – Guidelines for the application of pathology to crime investigation.* Charles C Thomas, Springfield Illinois
- Stimson PG & Mertz CA (1997) *Forensic Dentistry* CRC Press
- Taylor JA & Keiser JA (2016) *Forensic Odontology Principles and Practice.* Wiley Blackwell
- Thali MJ, Dirnhoffer R, VOck P (2009) *The Virtopsy Approach: 3D optical and radiological scanning and reconstruction in Forensic Medicine.* CRC Press
- Thali MJ, Viner MD, Brogden BG (2011) *Brogden's Forensic Radiology (2<sup>nd</sup> Ed)* CRC Press
- Thompson T & Black S (2007) *Forensic Human Identification (an introduction)* CRC Press
- Wecht CH & Okoye MI (2007) *Forensic Identification and management of Mass Disasters* Lawyers and Judge Publishing Company
- White TD & Folkens PA (2005) *The Human Bone Manual* Elsevier, London
- Whittaker DK & MacDonald DG (1989) *A Colour Atlas of Forensic Dentistry.* Wolfe Medical Publications Ltd, London.
- Willems G (2000) *Forensic Odontology (proceedings of the European IOFOS millennium meeting, Leuven, Belgium)* Leuven University Press

### **Journals**

- |   |   |
|---|---|
| American Journal of Forensic Medicine and Pathology | Journal of Forensic Sciences            |
| Australian Journal of Forensic Sciences             | Forensic Pathology reviews              |
| International Journal of Legal Medicine             | Forensic Science International          |
| Journal of Forensic Odontostomatology               | Forensic Science Medicine and Pathology |
|   | Science and Justice                     |

## SECTION 2

### **LEARNING OUTCOMES AND RECOMMENDED TRAINING ACTIVITIES**

In Section 2, four major functions of forensic odontologists are elaborated as sets of training outcomes and suggested activities. Trainees are not expected to do every activity in the list. They should use their judgement to select those that are most likely to achieve the outcomes, being mindful of the range of learning opportunities offered by their particular laboratory. Familiarity with new and emerging topics that may not appear in the Handbook is also expected.

Where possible, learning outcomes are denoted as needing to be achieved early in training [E] or at a more advanced stage [A]. Competence in outcomes achieved early in training should be maintained throughout.

1	Discipline-specific activities of forensic odontologists .....	9
1.1	Foundation knowledge of forensic odontology .....	9
1.2	Anatomy and morphology .....	9
1.3	Forensic pathology .....	10
1.4	Human identification .....	10
1.5	Mortuary techniques .....	11
1.6	Dental age estimation .....	11
1.7	Use of bite marks .....	11
1.8	Disaster victim identification (DVI) .....	12
1.9	Physical anthropology .....	12
1.10	Applied forensic sciences .....	13
2	Functions of forensic odontologists as managers.....	14
2.1	Quality management .....	14
2.2	Safety.....	14
2.3	Jurisprudence, ethics, legislation and institutional requirements .....	15
2.4	Managing people.....	16
2.5	Managing resources.....	16
2.6	Information fundamentals .....	16
3	Research and scholarship .....	18
3.1	Research and critical appraisal.....	18
3.2	Undertaking self-education and continuing professional development.....	19
3.3	Educating colleagues, staff and the community .....	19
3.4	Providing data for Planning and Evaluation .....	19
4	Professional qualities .....	20
4.1	Ethics and Confidentiality .....	20
4.2	Communication .....	21
4.3	Collaboration and teamwork .....	21
4.3	Cultural competence.....	22

# 1 DISCIPLINE-SPECIFIC ACTIVITIES OF FORENSIC ODONTOLOGISTS

Central to the role of the forensic odontologist is the interaction between investigating police, pathologists and coroners who have requested an opinion as to the identity of a deceased individual, and dental age estimation or the analysis of a bite mark injury. Experienced forensic odontologists must demonstrate a range of knowledge, skills and abilities as described in the general aims of the training program (page 2).

By the end of training, trainees are not expected to have developed expertise in all areas, however, they should be technically fully knowledgeable and competent in the routine aspects of human identification, dental age estimation and bite mark investigations. They should also have observed and reflected on the way senior odontologists fulfil the role of forensic specialist, and have participated in the more demanding aspects of the role as appropriate for the stage of training assuming increasing levels of responsibility as they progress.

The following lists of learning outcomes and activities are a guide as to what trainees should have achieved by the end of training. The learning outcomes desirable to be achieved early in training (prior to Part 1 examination) are denoted as [E] and the learning outcomes to be achieved at a more advanced level of training (following success in the Part 1 examination) are denoted as [A]. Competence in learning outcomes achieved early in training should be maintained throughout.

## 1.1 Foundation knowledge of forensic odontology

### Outcomes

- [E] Outline the history of forensic odontology
- [E] Discuss the principles, scope and practice of forensic odontology
- [E] Identify the roles and responsibilities of the forensic odontologist
- [E] Appreciate and understand the stress associated with forensic work
- [E] Discuss the principles of management of forensic odontology cases and evidence

### Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:

- Attend relevant lectures, conferences, meetings, training workshops, make use of web based resources
- Undertake relevant academic courses in Forensic Odontology
- Study authoritative texts, journals
- Review model answers with supervisors
- Participate in regular seminars and journal club
- Develop training notes on the above areas in conjunction with experts in the field

## 1.2 Anatomy and morphology

### Outcomes

- [E] Recognise and describe features of general human anatomy, including dissection
- [E] Recognise and describe features of the anatomy of the head and neck, including dissection
- [E] Recognise and describe in detail, features of human dental anatomy and morphology including embryology and histology
- [E] Recognise and describe in detail, comparative dental and oral anatomy

### Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:

- Attend relevant lectures, conferences, meetings, training workshops, make use of web based resources

- Undertake relevant academic courses in Forensic Odontology
- Study authoritative texts, journals
- Review model answers with supervisors
- Participate in regular seminars and journal club
- Develop training notes on the above areas in conjunction with experts in the field

### **1.3 Forensic pathology**

#### **Outcomes**

- [E] Describe the medico-legal autopsy
- [E] Recognise and explain post-mortem changes in the deceased
- [E] Recognise and describe oral pathology and oral medicine
- [A] Appreciate different causes of sudden death in adults and children
- [A] Describe pathology of trauma
- [A] Describe in detail the pathology of trauma to the head and neck, with particular reference to the examination, recording and analysis thereof.

#### **Activities**

*Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:*

- Observation of full forensic autopsy, including final report
- Attend relevant lectures, conferences, meetings, training workshops, make use of web based resources
- Undertake relevant academic courses in Forensic Odontology
- Study authoritative texts, journals
- Review model answers with supervisors
- Participate in regular seminars and journal club
- Develop training notes on the above areas in conjunction with experts in the field

### **1.4 Human identification**

#### **Outcomes**

- [E] Explain in detail the principles of human identification
- [E] Respect social and cultural aspects of identification
- [E] Competently collect and record ante- and post-mortem information
- [E] Complete a dental reconciliation (manual and computer)
- [E] Describe the use of DNA in identification
- [A] Complete a dental hard tissue superimposition
- [A] Explain the processes of facial reconstruction
- [A] Discuss the importance of denture marking
- [A] Demonstrate appropriate presentation of evidence

#### **Activities**

*Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:*

- DOPS and Cbd
- Summary of cases completed as part of minimum number of recommended annual workplace activities
- Attend relevant lectures, conferences, meetings, training workshops, make use of web based resources
- Undertake relevant academic courses in Forensic Odontology
- Study authoritative texts, journals
- Review model answers with supervisors
- Participate in regular seminars and journal club
- Develop training notes on the above areas in conjunction with experts in the field

## 1.5 Mortuary techniques

### Outcomes

- [E] Conduct a dental post-mortem
- [E] Provide appropriate access to the dentition
- [E] Competently manage various post mortem conditions, such as, intact, incinerated, immersion, decomposition, fragmentation, skeletonisation.
- [E] Assess oro-facial trauma
- [E] Apply the principles of forensic photography, where appropriate,
- [E] Competently carry out forensic dental radiography – analogue, digital, CT
- [E] Complete dental impression and model fabrication for both AM and PM situations with correct labelling
- [E] Explain and comply with Workplace Health and Safety requirements

### Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:

- DOPS and Cbd
- Summary of cases completed as part of minimum number of recommended annual workplace activities
- Attend relevant lectures, conferences, meetings, training workshops, make use of web based resources
- Undertake relevant academic courses in Forensic Odontology
- Study authoritative texts, journals
- Review model answers with supervisors
- Participate in regular seminars and journal club
- Develop training notes on the above areas in conjunction with experts in the field

## 1.6 Dental age estimation

### Outcomes

- [E] Give a detailed explanation of dental development
- [E] Describe and recognise age changes related to the teeth and jaws
- [E] Have an understanding of commonly used dental age estimation methods
- [A] Competently apply techniques for dental age estimation

### Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:

- DOPS and Cbd
- Summary of cases completed as part of minimum number of recommended annual workplace activities
- Attend relevant lectures, conferences, meetings, training workshops, make use of web based resources
- Undertake relevant academic courses in Forensic Odontology
- Study authoritative texts, journals
- Review model answers with supervisors
- Participate in regular seminars and journal club
- Develop training notes on the above areas in conjunction with experts in the field

## 1.7 Use of bite marks

### Outcomes

- [E] Discuss the history of bite mark cases
- [E] Discuss the principles of bite mark analysis – human and non-human
- [E] Interpret injuries with respect to bruising
- [A] Identify and discuss cases involving child abuse

- [E] Use appropriate methods to collect evidence, including saliva, DNA and photography
- [A] Have an understanding of commonly used comparison techniques
- [A] Make appropriate presentation of findings

### **Activities**

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:

- DOPS and CbD
- Summary of cases completed as part of minimum number of recommended annual workplace activities
- Attend relevant lectures, conferences, meetings, training workshops, make use of web-based resources
- Undertake relevant academic courses in Forensic Odontology
- Study authoritative texts, journals
- Review model answers with supervisors
- Participate in regular seminars and journal club
- Develop training notes on the above areas in conjunction with experts in the field

## **1.8 Disaster victim identification (DVI)**

### **Outcomes**

- [E] Discuss the history of DVI
- [E] Discuss the special considerations regarding the role of odontology in DVI
- [A] Explain and act in accordance with Interpol and AuSFO guidelines
- [E] Describe in detail the phases of DVI
- [E] Appreciate international aspects of DVI
- [A] Describe and carry out the role of the odontologist at the scene and in the mortuary
- [A] Collect ante-mortem information
- [E] Discuss odontology leadership in DVI
- [E] Use computer programs appropriate to DVI
- [A] Explain the principles of and carry out reconciliation processes
- [A] Carry out review and debrief processes
- [A] Describe and discuss case studies
- [A] Describe the application of radio frequency identification in DVI

### **Activities**

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:

- DOPS and CbD
- Summary of cases completed as part of minimum number of recommended annual workplace activities
- Attend relevant lectures, conferences, meetings, training workshops, make use of web based resources
- Undertake relevant academic courses in Forensic Odontology
- Study authoritative texts, journals
- Review model answers with supervisors
- Participate in regular seminars and journal club
- Develop training notes on the above areas in conjunction with experts in the field

## **1.9 Physical anthropology**

### **Outcomes**

- [E] Discuss and apply principles and practices of physical anthropology in order to determine
  - ancestry
  - sex
  - aging of the skeleton
  - facial approximation

- comparative anatomy
- [E] Discuss and undertake dental examination of ancient remains

### **Activities**

*Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:*

- DOPS and CbD
- Summary of cases completed as part of minimum number of recommended annual workplace activities
- Attend relevant lectures, conferences, meetings, training workshops, make use of web based resources
- Undertake relevant academic courses in Forensic Odontology
- Study authoritative texts, journals
- Review model answers with supervisors
- Participate in regular seminars and journal club
- Develop training notes on the above areas in conjunction with experts in the field

## **1.10 Applied forensic sciences**

### **Outcomes**

- [E] Explain and act in accordance with crime scene protocols
- [E] Discuss and apply concepts from forensic sciences
- [E] Discuss and apply concepts from forensic entomology

### **Activities**

*Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:*

- Attend relevant lectures, conferences, meetings, training workshops, make use of web based resources
- Undertake relevant academic courses in Forensic Sciences
- Study authoritative texts, journals
- Review model answers with supervisors
- Participate in regular seminars and journal club
- Develop training notes on the above areas in conjunction with experts in the field



## 2 FUNCTIONS OF FORENSIC ODONTOLOGISTS AS MANAGERS

With growing experience, forensic odontologists are expected to assume managerial responsibilities. In this role they are expected to:

- Supervise and manage activities, with particular reference to operator safety and quality assurance, within the confines of finite resources
- Ensure effective work practices through staffing and by developing policies and procedures based on appropriate use of information and evidence
- Demonstrate leadership in an organisation to promote efficient service and safe practices

By the end of training, Trainees are not expected to be fully competent in all these areas, however, they are expected to have become familiar with managerial tasks by observing and reflecting on the duties of senior odontologists, and to have participated in managerial activities that are appropriate for their stage of training assuming increasing levels of responsibility as they progress.

The following lists of outcomes and activities are a guide as to what Trainees should have achieved by the end of training.

### 2.1 Quality management

#### Outcomes

- [E] Demonstrate basic knowledge of requirements for collection and management of forensic samples and evidence
- [E] Have knowledge and practices related to quality control required in the mortuary
- [E] Have knowledge of accreditation requirements where appropriate and participation in these
- [A] Understand contextual bias and take measures to mitigate such bias in decision making
- [A] Apply, review and plan quality assurance strategies for monitoring processes and outcomes in mortuary, and disaster victim identification activities

#### Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:

- Participate in relevant quality assurance activities
- Attend relevant quality assurance continuing professional development activities
- Read current literature on quality assurance strategies, risk management, informatics and evidence based dentistry and medicine
- Undertake clinical or case audits, including reviews of methods
- Complete the [Laboratory Management eLearning Modules](#) in RCPA Education Online and print the certificate of completion for your portfolio:

### 2.2 Safety

#### Outcomes

- [E] Understand mortuary safety procedures, to protect self and others against infection, injury, radiation, toxin, gas, chemical, electrical and fire hazards
- [E] Be familiar with safety manuals and action plans as well as with safety standards, in particular radiation standards
- [E] Be familiar with actions to be taken in the event of exposure to hazards and their currency
- [E] Apply biosafety training and management when handling all biological samples especially those deemed to be biosafety threats
- [E] Analyse incident reports and near misses to identify opportunities for improvements in practice
- [E] Evaluate processes for assessing risk, investigating and reporting hazards, in accordance with legal aspects of investigation and disclosure after an event

**Activities**

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:

- Participate in orientation program for new staff members as soon as practicable after commencing appointment
- Participate in biosafety training immediately upon commencing training
- Schedule meeting with workplace WHS Officer early in training
- Participate in regular WHS drills and meetings, especially fore according to institutional requirements and update as required
- Participate in training to use equipment for biological, chemical and fire safety, first aid and resuscitation
- Prepare or review incident reports and explore improvements if relevant
- Report incidents and accidents as required by local protocol
- Follow relevant infection control processes and reporting in mortuary
- Wear appropriate personal protective equipment when in the mortuary
- Ensure relevant personal vaccinations are completed and up to date
- Complete the [Laboratory Safety eLearning module](#) in RCPA Education Online and print the certificate of completion for your portfolio.

**2.3 Jurisprudence, ethics, legislation and institutional requirements****Outcomes**

- [E] Be able to describe legal systems, background structures, types of law
- [E] Be able to describe the legal system in Australia or the equivalent in trainee's jurisdiction
- [E] Be familiar with the relevant legislation
- [E] Be familiar with the coronial system
- [E] Be able to describe protocols and procedures for court evidence
- [E] Understand the responsibilities of the expert witness
- [E] Participate in moot court training and assessment
- [E] Have an appreciation of police services
- [E] Be able to describe appropriate record keeping
- [E] Be able to describe and maintain chain of evidence
- [A] Be able to construct appropriate and accurate reports
- [E] Demonstrate basic knowledge of requirements of registration of necessary equipment and licences to operate
- [E] Operate with awareness of the potential for litigation and the role of forensic odontologists as defendants or consultants, and apply appropriate risk management strategies

**Activities**

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:

- Review reports and seek advice from appropriate senior staff
- Attend the different courts relevant to forensic odontology evidence and observe such cases and the routine legal process
- Obtain and maintain appropriate personal registrations and licences
- Document incidents and discuss medicolegal implications with supervisor or senior colleagues
- Review laboratory manuals and relevant legislation
- Undertake relevant academic courses in Forensic Odontology
- Complete the ethics [eLearning modules](#) in RCPA Education Online:

## **2.4 Managing people**

### **Outcomes**

- [E] Be familiar with orientation and training protocols for new staff
- [E] Display skills in avoiding, managing and resolving conflict in the workplace
- [E] Behave in accordance with equal opportunity and anti-discrimination practices in the workplace
- [E] Understand and practice the role of working in teams and the importance of valuing all staff
- [A] Develop the skills needed to mentor, supervise and provide constructive feedback to staff

### **Activities**

*Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:*

- Participate in staff and business meetings in the Department
- Observe administrative procedures in relation to selection and appointment of staff
- Observe administrative procedures concerned with rosters
- Participate in training on giving and receiving feedback and/or read articles on the subject
- Participate in a conflict resolution course and/or read articles on the subject
- Reflect on observations of interactions in the workplace, particularly those with the potential to involve conflict
- Assist in the orientation and mentoring of junior colleagues

## **2.5 Managing resources**

### **Outcomes**

- [A] Describe budgetary considerations in the provision of a forensic odontology service
- [A] Be familiar with funding bodies and opportunities
- [A] Observe processes for formulating plans to ensure budget integrity
- [A] Demonstrate basic knowledge of funding mechanisms in the public sector relating to forensic odontology

### **Activities**

*Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:*

- Participate in budgetary discussions and implementation of strategies and plans
- Prepare funding requests e.g. grant applications

## **2.6 Information fundamentals**

### **Outcomes**

- [E] Use information systems to record, store and retrieve records for reporting, audit and/or research purposes
- [E] Understand statistical concepts, methods and tools used to assess the accuracy, uncertainty, variation and reproducibility of data
- [E] Explain the basics of information systems architecture and the movement of data for recording and communication.
- [E] Identify the information technology environment in which information systems operate, including integrated systems (i.e. dental and other health information systems, back-ups, reporting and network structure)
- [E] Describe meaningful and secure use of electronic health records

### **Activities**

*Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:*

- Access and read documents and view video presentations relating to informatics to be found in RCPA Education Online
- Participate in departmental and clinical meetings;
- Network and share information with colleagues;
- Plan, organise and review teaching activities, together with supervisor, peers and laboratory staff;
- Participate in College activities and meetings.

### 3 RESEARCH AND SCHOLARSHIP

Forensic odontologists have responsibilities with regard to the processes of scientific inquiry, research and education. They are expected to:

- Maintain professional competence throughout their careers, by keeping up to date with new knowledge in technical and other aspects of forensic odontology and integrating the knowledge into their practice
- Contribute to advancing knowledge and/or enhancing practice in forensic odontology
- Critically appraise scientific literature and research
- Contribute to the education of peers, trainees, other health professionals and to the understanding of forensic odontology in the general community.

By the end of training, trainees should be able to critically appraise scientific literature and research in forensic odontology and be sufficiently skilled in scientific enquiry to conduct a small-scale investigation or participate in a larger-scale research study. They should have developed the self-discipline to support the habit of life-long self-education. Through personal experience and observation they should have sufficient understanding of teaching and learning to be able to mentor and supervise junior members of the profession and to conduct educational sessions for colleagues and the general community.

The following lists of learning outcomes and suggested activities are a guide as to what trainees should have achieved by the end of training.

#### 3.1 Research and critical appraisal

##### Outcomes

- [E] Critically appraise sources of medical, dental and forensic information, discriminating between them in terms of their currency, format, authority and relevance
- [E] Develop the ability to ask research questions, plan and perform research; and be familiar with research tools and approaches used by forensic and dental scientists
- [E] Apply and interpret basic statistical and epidemiological concepts and data
- [A] Demonstrate skill in developing a research proposal, conducting appropriate research activities and writing up for peer review/publication
- [A] Comply with the requirements of relevant bodies concerned with ethics in human and animal research
- [A] Prepare reports and papers for publication that comply with the conventions and guidelines for reporting forensic research
- [A] Collaborate with and acknowledge colleagues.

##### Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:

- Participate in and present cases, reviews, etc, at specialist meetings, journal club etc.
- Attend research meetings
- Contribute to writing research proposals and ethics submissions after the Part I examinations
- Use databases for research for collecting, organising and analysing data
- Use the [research and scholarship resources](#) in RCPA Education Online
- Use a standard biographic application (eg EndNote) to download citations from a search and organise them into a personal database
- Read reference material on basic statistical concepts including distribution, mean, median, standard deviation, statistical significance, confidence intervals, correlation, sensitivity, specificity, predictive values, incidence and prevalence
- Consult a medical librarian, statistician or researcher
- Maintain a portfolio of activities as a trainee

### **3.2 Undertaking self-education and continuing professional development**

#### **Outcomes**

- [E] As part of a personal continuing education strategy, practice and habit of identifying and documenting own learning needs, planning educational strategies to meet them, monitoring achievements through self-assessment and reflecting on the outcomes
- [E] Identify personal learning preferences and reflect on how effective they are in developing competence
- [E] Demonstrate up to date knowledge of and ability to appraise medical, dental and forensic literature and innovations in areas relevant to forensic odontology.

#### **Activities**

*Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:*

- Formulate a personal learning plan
- Complete an online learning style inventory and explore a variety of ways to learn
- Apply various computer-based instructional tools, such as electronic tutorials for confirming or updating knowledge and skills
- Review RCPA CPDP documentation to identify and apply activities and recording strategies that may be applicable;
- Select relevant mentors to guide professional activities;
- Regularly review journals relevant to forensic odontology and participate in or lead discussions on contemporary issues;
- Participate in and present personal work at forensic educational meetings and journal clubs.

### **3.3 Educating colleagues, staff and the community**

#### **Outcomes**

- [E] Contribute to the informal education of peers, dental students and other health professionals
- [E] Translate and convey forensic and dental concepts and information in an understandable manner to non-forensic odontologists including members of the justice system and the police.
- [A] Prepare and deliver educational sessions, incorporating the principles of adult learning and using effective oral, visual and written modes, and reflect on their effectiveness

#### **Activities**

*Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:*

- Participate in and contribute to departmental teaching sessions, professional meetings and conference presentations
- Prepare posters or educational articles of scientific investigations in forensic odontology and present to peers and other health professionals
- Deliver presentations and SOP's to members of the justice system and the police
- Mentor students and other trainees and advise on effective preparation for examinations
- Read journals relevant to forensic odontology, including articles on effective teaching
- Participate in training on the effective teaching and supervision of adult learners, such as the 'Teaching on the Run' program
- Seek evidence of your own teaching effectiveness.

### **3.4 Providing data for Planning and Evaluation**

#### **Outcomes**

- [A] Identify requirements for reporting and costing of clinical and laboratory information and requirements for the provision of new or outbreak services.

#### **Activities**

*Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:*

- Assemble costing and test selection and possible test numbers information to assist in health area service planning.

## 4 PROFESSIONAL QUALITIES

Forensic odontologists are required to uphold the legal and ethical responsibilities of the profession and to behave with diligence, integrity and compassion. Their concern for client confidentiality and the reputation of the profession should be evident in their daily practice. They should:

- Maintain their professional competence throughout their career
- Act with honesty, trustworthiness, diligence and integrity at all times
- Conduct respectful communications with colleagues, patients and others
- Be skilled in a variety of modes of communication and be able to use them appropriately depending on the circumstances
- Establish and maintain co-operative relationships with colleagues, patients and others in health services.

During training, trainees should reflect on and strive to adopt the attitudes and values that underpin professional practice and take advantage of opportunities to extend themselves in these areas so that by the end of training, they are fully able to assume these professional responsibilities.

The following lists of learning outcomes and suggested activities are a guide as to what trainees should have achieved by the end of training.

### 4.1 Ethics and Confidentiality

#### Outcomes

- [E] Practice ethically, which includes:
  - Applying risk management strategies to minimise errors
  - Promoting timely and appropriate use of forensic interventions
  - Reporting promptly
  - Interacting appropriately with pathologists, mortuary staff, police and other health professionals
  - Recognising when it is appropriate to seek opinions from others
  - Acting with financial probity
  - Recognising the need to be impartial
- [E] Comply with legal, ethical, medical and dental requirements relating to patient records and documentation, including confidentiality, informed consent and data security
- [E] Differentiate between ethically appropriate and ethically inappropriate procedures
- [E] Identify appropriate course of action in regard to unprofessional conduct by or ill health in a colleague
- [E] Comply with copyright and intellectual property rules
- [E] Recognise and respect cultural and religious factors impacting on professional practice
- [A] Describe strategies to ensure equity of access to forensic odontology services.

#### Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:

- Review appropriate literature and guidelines including the National Patient Safety Education Framework
- Read the most recent Australian Dental Association Code of Conduct or the equivalent in your jurisdiction
- Access and read documents relating to cultural competence, including those including indigenous people, such as Aboriginal and Torres Strait Islander and Maori people
- Reflect on professional behaviour of self and others, identifying potential for ethical dilemmas and strategies to deal with them
- Undertake relevant academic courses in Forensic Odontology
- Complete the [Ethics eLearning modules](#) in RCPA Education Online and get sign-off from your supervisor on the workbook;
- Be familiar with AuSFO (ANZFSS) Code of Ethics.

## **4.2 Communication**

### **Outcomes**

- [E] Employ effective oral, written and electronic communication strategies, including the production of concise, grammatically correct written reports;
- [E] Use appropriate language in all communications, showing awareness of cultural and linguistic diversity;
- [E] Recommend and use standardised information structures and terminology for reporting,
- [E] Demonstrate good interpersonal communications skills such as active listening and accepting and offering appraisal;
- [E] Comply with guidelines for handling sensitive information
- [A] Advise staff about testing methodologies, quality assurance techniques and delineating protocols for the issuing of results;
- [A] Consult with appropriate persons in professional practice and in seeking and providing referral opinion on difficult cases.
- [A] Provide SOPs to dental e.g. Australian Dental Association members and non- dental colleagues such as police departments e.g. Missing Persons

### **Activities**

*Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:*

- Participate in training sessions on communications, cross-cultural communications, presentation skills etc
- Undertake relevant academic courses in Forensic Odontology
- Compose written reports at an appropriate level of responsibility and seek feedback from supervisor and colleagues
- Document telephone communication of findings, interpretations, clarification of requests and complaints where appropriate, seeking feedback from supervisors and colleagues
- Read documents relating to etiquette and proper use of electronic communications such as email
- Consult guides appropriate to the profession for correct use of grammar and terminology for written communications
- Seek feedback on oral presentations.

## **4.3 Collaboration and teamwork**

### **Outcomes**

- [E] Contribute effectively with pathology and mortuary teams, recognising responsibilities and limitations of own role
- [E] Consult with pathologists, mortuary staff, police and other health professionals
- [E] Contribute effectively to inter-disciplinary team activities, such as peer review sessions and other education and quality activities, recognising responsibilities and limitations of their own personal role.

### **Activities**

*Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:*

- Identify the elements of an effective team and reflect on your observations of teams in your work place and others with which you interact
- Network and share information with colleagues, using available technologies
- Plan, organise and review teaching activities, together with supervisors and colleagues
- Participate in mentoring programs
- Participate on College activities and meetings
- Participate in departmental meetings
- Participate in collaborative research and prepare collaborative publications.



### **4.3 Cultural competence**

#### **Outcomes**

- [E] Demonstrate an awareness of cultural diversity and the ability to function effectively, and respectfully, when working with and treating people of different cultural backgrounds. Diversity includes but is not limited to ethnicity, gender, spiritual beliefs, sexual orientation, lifestyle, cultural beliefs, age, social status or perceived economic worth;
- [E] Apply knowledge of population health, including issues relating to health inequities and inequalities; diversity of cultural, spiritual and community values; and socio-economic and physical environment factors; to specialist pathology practice;
- [E] Apply knowledge of the culture, spirituality and relationship to the land of Aboriginal, Torres Strait Islander and/or Māori peoples to specialist pathology practice and advocacy.

#### **Activities**

*Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio eg:*

- Access and read documents relating to cultural competence, including those concerning indigenous people, such as Aboriginal and Torres Strait Islander and Maori people
- Participate in departmental and clinical meetings;
- Network and share information with colleagues;
- Plan, organise and review teaching activities, together with supervisor, peers and laboratory staff;
- Participate in mentoring programs;
- Participate in College activities and meetings;
- Complete the [Cultural Competence eLearning modules](#) in RCPA Education Online and print the certificate of completion for your portfolio OR provide evidence of completion of cultural competence training provided by your employer, if a registered health services provider.

## **SECTION 3**

### ***APPENDICES***

Appendix 1: Part I Assessment .....	24
Appendix 2: Part II Assessment .....	27
Appendix 3: Guidelines for completing the supervisor report.....	29
Appendix 4: Portfolio Requirements .....	30
Appendix 5: Forms and log pages.....	32
Appendix 6: Forensic Odontology Project Reports .....	46
Appendix 7: Assessment matrix .....	49
Appendix 8: Forensic Odontology training time requirements.....	50

## Appendix 1: Part I Assessment

Assessment in Part I is by

- Formal examinations
- Portfolio – evidence of having participated in a sufficient number and type of DOPS, CbD and other workplace-based assessment activities, case reports if applicable;
- Satisfactory annual supervisor's report.

See assessment matrix in Appendix 7.

Examinations are prepared in accordance with [RCPA Guideline 3/2015 Quality Framework for RCPA Examinations – Written, Practical and Oral.](#)

### **Part I Formal Examination**

The Part I examination has two phases and emphasizes theoretical, practical and interpretive aspects of investigations in forensic odontology. It is taken after at least 24 months FTE of training in forensic odontology. No automatic exemptions are given for any component of the exam. Trainees who have completed approved programs in Forensic Odontology at the time of their training determination may receive exemptions from the whole or particular components of the examination. Trainees who are enrolled in such programs must provide evidence of completion before the deadline for examination registration in order to be considered for such exemptions.

#### **Phase 1**

- A 3 hour short answer structured written examination;
- An observed dental autopsy held in the trainee's own laboratory.

Only candidates who are successful in Phase 1 will be invited to Phase 2.

#### **Phase 2**

- A structured oral examination, in which candidates rotate through up to four (4) structured interview stations, with a maximum eight (8) questions for the examination. Reading time will be allowed between stations as appropriate.

The Part I examination addresses such issues as, but not necessarily limited to:

- Basic pathological sciences relevant to the practice of forensic odontology
- Human identification
- Mortuary procedures
- Reconciliation
- Oro-facial trauma interpretation
- Dental age estimation
- Superimposition of dentition
- Bite mark trauma interpretation

Each section of the examination stands alone, and candidates can be credited with a pass in each section, carried over for a maximum of 5 years.

### **Portfolio for Part I**

The portfolio is a record of activities undertaken by trainees associated with their daily work, including the workplace-based assessments. Trainees should start accumulating evidence for the portfolio from early in Year 1 and keep it until they complete training. The hard copy portfolio and summary spreadsheet will be checked for completeness by the supervisor before the examination.

Trainees should complete three (3) case reports during their Part I training unless they are undertaking (or have received RPL for) substantive research/ self-education activities in approved forensic odontology programs, or undertaking (or have received RPL for) a PhD or a Masters by research in Forensic Odontology.

**Please refer to the portfolio requirements in Appendix 4.** Detailed instructions are on the forms that must be used to record the activities, in **Appendix 5.** The portfolio summary spreadsheet (Excel file) may be downloaded from the RCPA website.

The portfolio and summary spreadsheet must be provided to the supervisor when preparing the supervisor report. A print-out of the summary spreadsheet should be appended to the annual and pre-examination supervisor reports which are sent to the College. The supervisor report (see below) and summary spreadsheet is reviewed by the RCPA Registrar and the Principal Examiner or delegate. The signatories and trainee may be contacted to confirm evidence of satisfactory completion.

**NOTE:** The portfolio itself should not be sent to the College unless requested for audit. However, any completed case reports must be submitted to be reviewed by the Principal Examiner or delegate.

### ***Supervisor Reports***

Trainees must submit a supervisor report for each year of training, including periods of rotation. Trainees who are sitting the Part I examination must submit an additional pre-examination supervisor report in the year of the examination. Please refer to *RCPA Trainee Handbook – Administrative Requirements* (on the RCPA website) for the due dates for these reports.

It is the trainee's responsibility to ensure that the pre-examination supervisor report is completed and submitted by the due date. Failure to do so may jeopardise the accreditation of training time or finalisation of examination results. The [report form](#) can be downloaded from the website:

If trainees are seeking accreditation of training time for concurrent employment at non-accredited sites (eg. general practice or research/ academic position in dentistry) a record of relevant cases and a one-page self-evaluation of how the work undertaken address the curriculum outcomes (eg. anatomy and dentistry outcomes) must be submitted as an appendix to the supervisor report, to be reviewed by the Principal Examiner or delegate.

**Summary of assessment requirements for Part I**

Item	Completion	Assessed by	Comments
Phase 1: Written examinations consisting of short answer questions	Before oral examination	Principal Examiner. Short answer questions are double marked by RCPA examiners.	Questions set by the panel of examiners in Forensic Odontology
Phase 1: Observed Dental Autopsy	Before oral examination	Principal Examiner or delegate	
Phase 2: Structured Oral examination	After passing Phase 1	Principal Examiner and RCPA examiners	Multi-station set of structured interviews. Questions set by the panel of examiners in Forensic Odontology
Portfolio items to be signed off by supervisor or delegate	Before the Part I oral exam.	The portfolio summary spreadsheet is checked for completeness by BEA Registrar or delegate. If incomplete, the candidate may be required to undertake further activities.	Portfolio items are to be reviewed by the supervisor when preparing the supervisor report. See Appendix 4.
Supervisor reports at end-of-rotation, annually and pre-exam. Portfolio summary spreadsheet with annual and pre-exam reports	See RCPA web site for submission dates	Reviewed by the Registrar and Principal examiner or delegate.	Referral to Principal Examiner if necessary  See Appendix 3

**Assessment Calendar**

Please refer to [RCPA Trainee Handbook – Administrative Requirements](#) (on the RCPA website) for key assessment dates

## Appendix 2: Part II Assessment

This more advanced training encourages diversity, specialisation and investigation within fields of forensic odontology and trainees will have sufficient choice to be examined in an area of sub-specialisation. However, knowledge of the wide field of forensic odontology and in particular, recent issues in forensic odontology is expected.

Assessment in Part II is by:

- A structured oral examination
- Forensic Odontology Reports
- Portfolio – evidence of having participated in a sufficient number and type of DOPS, CbD and other workplace-based assessment activities, case book with a sufficient number of cases;
- Satisfactory annual supervisor's report

See assessment matrix in Appendix 7.

Examinations are prepared in accordance with [RCPA Guideline 3/2015 Quality Framework for RCPA Examinations – Written, Practical and Oral](#).

### ***The structured oral examination***

In the structured oral examination candidates rotate through up to four (4) structured interview stations, with a maximum eight (8) questions for the examination. The questions will consider issues in forensic odontology and these issues may include quality assurance, safety, management, medico-legal issues, communication and teamwork as well as technical aspects of casework in forensic odontology. Reading time will be allowed between stations as appropriate.

### ***Forensic Odontology Project Reports***

The **Part II** assessment requires four (4) Reports of 3000-5000 words, evaluating an issue contained within the subsections of the Forensic Odontology curriculum with not more than two (2) Reports per section. These should be of a publishable standard. Please refer to Appendix 6 for Report guidelines.

The completed Reports can be submitted anytime after the Part I examination, but trainees are advised to submit the Reports early in order to receive feedback. At least two (2) Reports should be submitted by the end of 4 years FTE of training. Please refer to the RCPA website for the due date. The Reports will be graded by two members of the Forensic Odontology Examiners Panel independently as either *satisfactory* or *not satisfactory*. Candidates whose Reports are *not satisfactory* will be asked to re-submit.

Publications as first or lead author completed during training may be considered for the Report requirements, up to a maximum of two (2) Reports. Such publications should be published in journals approved by the Principal Examiner. Letters to the editor or opinion pieces are not acceptable.

A candidate with a PhD in Forensic Odontology may be exempt from the Report requirement. In the case of a Masters by research in Forensic Odontology, two original research articles as per the above specifications are required. These exemptions will be considered at the time of the training determination.

### ***Portfolio for Part II***

In addition to the record of activities undertaken by trainees associated with their daily work including the workplace-based assessments, the portfolio for Part II must contain a case book of minimum 50 cases (25 cases per year). These could include cases held on file up to a maximum 40% of the requirement. The cases must include the range of case types encountered in routine forensic odontology practice as well as a substantive number of cases in the trainee's area of specialisation.

Each case record must contain an introduction, a report of the clinical findings obtained through history and examination, copies of medico-legal forms used, working notes, the Coroner's report if relevant, and a one-page comparison report and a summary which demonstrates the critical

analysis which lead to the conclusions made by the trainee. It is strongly recommended that trainees commence this casework early in Part II training.

**Please refer to the portfolio requirements which are set out in Appendix 4.**

Detailed instructions are included on the forms that must be used to record the activities and the guidelines for the case book. These forms and guidelines are in **Appendix 5**. The portfolio spreadsheet (Excel file) may be downloaded from the RCPA website.

The portfolio including the case book and summary spreadsheet must be reviewed by the supervisor. The summary spreadsheet must be submitted to the College as described earlier, prior to the Part II examination. The supervisor report and summary spreadsheet is reviewed by the RCPA Registrar and the Principal Examiner or delegate. The signatories and trainee may be contacted to confirm evidence of satisfactory completion.

**NOTE:** The portfolio itself should not be sent to the College unless requested for audit. However, the case book must be submitted to the College for review by the Principal Examiner.

### **Supervisor Reports**

Trainees must submit a supervisor report for each year of training, including periods of rotation. Trainees who are sitting the Part II examination must submit an additional pre-examination supervisor report with the appended print-out of the portfolio summary spreadsheet. Please refer to the *Trainee Handbook – Administrative Requirements* for key dates for submitting these reports.

If trainees are seeking accreditation of training time for concurrent employment at non-accredited sites (eg. general practice or research/ academic position in dentistry) a record of relevant cases and a one-page self-evaluation of how the work undertaken address the curriculum outcomes (eg. quality and management outcomes related to advanced training) must be submitted as an appendix to the supervisor report, to be reviewed by the Principal Examiner.

It is the trainee's responsibility to ensure that the pre-examination supervisor report is completed and submitted by the due date. Failure to do so may jeopardise the accreditation of training time or finalisation of examination results.

### **Summary of assessment requirements for Part II**

<b>Item</b>	<b>Completion</b>	<b>Assessed by</b>	<b>Comments</b>
Structured Oral examination: multi-station set of structured interviews	After submission of Forensic Odontology Reports and portfolio	Appropriately trained examiners with adequate post-Fellowship experience	Multi-station set of structured interviews. Questions set by panel of examiners and compiled by sub-committee of the Forensic Odontology Discipline Advisory Committee
Forensic Odontology Reports	Before the Part II oral exam	Two examiners independently	
Portfolio items to be signed off by supervisor or delegate.	Before the oral exam	The portfolio summary spreadsheet is checked for completeness. If incomplete, candidate may need to undertake further activities.	Portfolio items are to be reviewed by the supervisor when preparing the supervisor report. See Appendix 4.
Supervisor reports at end-of-rotation, annually, pre-exam.	See RCPA web site for submission dates	Reviewed by the Registrar and Principal examiner or delegate.	Referral to Principal Examiner if necessary. See Appendix 3

### **Assessment Calendar**

Please refer to [Training Handbook – Administrative Requirements](#) (on the RCPA website) for key assessment dates.

## Appendix 3: Guidelines for completing the supervisor report

Please refer to the following documents:

- [Information about the role and responsibilities of supervisors and resources to support supervision](#)
- [The RCPA policy on the Supervision of Training and Accreditation of Supervisors](#)

The [Supervisor Report Form](#) should be completed by the supervisor in consultation with other staff who have had a significant role in the trainee's training program and with reference to the trainee's portfolio.

Trainees must make their up-to-date portfolio available to the supervisor for the annual or rotation review. A print-out of the portfolio summary spreadsheet must also be made available for the pre-examination review.

The portfolio should include

- All completed forms for Direct Observation of Practical Skills (DOPS)
- All completed forms for Case-based Discussions (CbD)
- Copies of all Case Reports and completed forms for Case Reports (if applicable)
- Evidence that the trainee has completed the minimum number of required other activities
- Copies of all previous supervisors reports

Trainees are responsible for the safe keeping of all these records and should not contact the College for the previous year's supervisor report.

### ***Submitting the Supervisor Report***

It is the trainee's responsibility to ensure that the form is completed and submitted by the due date.

At least one supervisor report is due annually and may be submitted with the annual registration for the subsequent year.

For trainees who participate in rotational programs, one report is required for each period of rotation at a different institution and should be submitted at the completion of the rotation.

For trainees sitting for Part I and Part II examinations, the additional pre-examination supervisor report and portfolio summary spreadsheet are due by the date specified in the *RCPA Trainee Handbook – Administrative Requirements* (on the RCPA website). Reports must be available for consideration at the examinations.

A print-out of the portfolio summary spreadsheet must be appended to annual and pre-examination reports.

Please post this form by the due date to

The Royal College of Pathologists of Australasia  
207 Albion Street  
Surry Hills NSW 2010 AUSTRALIA

*Faxed reports will not be accepted.*



## Appendix 4: Portfolio Requirements

The table below contains guidelines to assist trainees to compile the portfolio and the portfolio summary spreadsheet.

Portfolio activities are carried out in the workplace and provide evidence that the trainee is developing the technical skills and professional values, attitudes and behaviours that are not readily assessed by formal examinations.

Trainees should start accumulating evidence for the portfolio as early as possible in training and aim to have half of them underway or complete before the Part I examination.

Unless otherwise indicated in the Table, **Appendix 5** contains the forms and detailed instructions for recording these workplace activities. Please file the (hard copy) forms in a portfolio folder with separate sections for each category of activity.

A soft copy portfolio summary (Excel spreadsheet) should also be compiled so that trainees can keep track of what they have completed. The spreadsheet can be downloaded from the RCPA website. It is the trainee's responsibility to keep both hard and soft copy records up-to-date.

The supervisor should review and sign off completed portfolio items on the annual, rotation and pre-exam supervisor report.

The portfolio summary spreadsheet should be printed and appended to the pre-exam supervisor report and submitted to the RCPA prior to the oral examination at a time determined by the RCPA. The summary will be reviewed by the Registrar, Board of Education and Assessment and the Principal Examiner. The signatories and trainees may be contacted to confirm evidence of satisfactory completion.

**Note:** The actual portfolio should not be sent unless requested for audit.

No	Item	Part I	Part II	Evidence
1	<b>Laboratory safety checklist.</b>	Complete within 3 months of starting training.		One only is required during training.
2	<b>Departmental induction</b>	Complete within 3 months of starting in each new laboratory		<b>Induction sign off</b> or copy of digital record of completion provided by own Department.
3	<b>Supervisor report/s</b> for each year and/or rotation.	End-of-rotation and annual reports. An additional pre-exam report is required in the year of the assessment. See RCPA website for submission dates.  Must have a brief (1 page) reflection on the supervisor's comments for each report.		<b>Supervisor Guidelines</b>  See Appendix 4
4	<b>DOPS and other procedures</b>  The minimum number of procedures <b>per year</b> is indicated.  The number in parentheses indicates the number that must be done as <b>DOPS</b>	<b>NB:</b> minimum 4 DOPS per year to a total of minimum 12 before Part I examinations: <ul style="list-style-type: none"> <li>• Individual personal identifications 10 (5)</li> <li>• Superimposition (any combination of radiographs and PM hard tissues to AM photographic images) 5 (2)</li> <li>• Dental age estimations (range of child, adolescent and adult) 5 (2)</li> <li>• Trauma assessments (range of dental trauma,</li> </ul>	For the procedures below there is no minimum number to be logged. <b>NB:</b> minimum 3 DOPS before Part II exam <ul style="list-style-type: none"> <li>• Participate in a formally constituted DVI operation (1)*</li> <li>• Anthropological skeletal remains analysis (1)</li> <li>• Observe a full forensic autopsy plus report (1)</li> </ul>	<b>Log page for individual personal identifications</b>  <b>Log page for other procedures</b>  <b>DOPS forms</b> to be signed by supervisor or other appropriately qualified person.

No	Item	Part I	Part II	Evidence
		facial soft tissue trauma, facial skeletal trauma, bite mark trauma) 10 (3)		
5	<b>Case reports**</b>	3 case reports (1 per year)		<b>Case report forms</b> to be signed by supervisor or other appropriately qualified person.  Case reports to be submitted to College for review by the Principal Examiner
6	<b>Case book</b>		Minimum 50 cases (25 per year)  These may include case write ups of any of the 10 individual personal identifications per year	<b>Case book</b> to be submitted to College for review by the Principal Examiner
7	<b>CbD</b>	Minimum 5 low-medium complexity cases	Minimum 4 high complexity cases.	<b>CbD forms</b> to be signed by supervisor or other appropriately qualified person.
8	<b>Incident reports</b>	Minimum 2 per year reflections on significant incidents during each year throughout training		<b>Significant incident report form</b>
9	<b>Research and scholarship</b>	Minimum 3 different activities per year, chosen from the list on the form in Appendix 6.		<b>Research and scholarly activities form</b>
10	<b>Quality, safety, management activities</b>	Minimum 2 per year throughout training, chosen from the list on the form in Appendix 6.		<b>Quality, safety and management form</b>
11	<b>Ethics, communication, teamwork</b>	Minimum 2 per year throughout training, chosen from the list on the form in Appendix 6.		<b>Ethics, communication, teamwork form</b>

\*If candidates do not receive the opportunity to participate in an actual DVI operation, they must complete a critique of a recent DVI operation as one of their Part II Forensic Odontology Project Reports.

\*\*The Part II Forensic Odontology Project Reports are examined independent of the Portfolio items, by two examiners appointed by the College. Copies of these Reports are recommended for inclusion in the portfolio as well, after examination and any subsequent revisions.

## Appendix 5: Forms and log pages

Appendix 5 contains master copies of forms to be used to record activities for the portfolio. Please make as many copies as you need and file the completed forms safely in the portfolio folder.

The forms are

- Laboratory safety checklist
- Directly observed practical skills (DOPS) form
- Case report form
- Case-based discussion (CbD) form
- Log for individual personal identifications
- Log for other procedures
- Significant incident report form
- Log for research and scholarship
- Log for quality, safety and management
- Log for ethics, communication and teamwork



## Forensic Odontology Laboratory Safety Checklist

This form is designed to confirm that trainees have understood and are able to apply laboratory safety instruction provided by the employer as it relates to the RCPA curriculum. It covers the essentials for new Trainees and is the basis for subsequent learning that will be assessed and eventually lead to the ability to function in a laboratory management role as a pathologist.

- I have participated in a laboratory safety induction program or educational session
- I have reviewed the laboratory safety manual
- I know where to find the laboratory safety equipment and how to use it
- I have known immunity to hepatitis B (natural or vaccine)
- I have been vaccinated and/or screened for other infectious diseases as required by my laboratory
- I know how and when to wash my hands and carry this out
- I wear enclosed shoes in the laboratory and tie back long hair if applicable
- I wear appropriate protective clothing (gown, gloves, goggles, mask as needed) and always remove it before leaving the laboratory
- I cover any cuts or wounds before working in the laboratory
- I never eat or put anything in my mouth whilst in the laboratory
- I know how to handle blood and other body substances and tissues to avoid transmission of infection to myself and others
- I know how to prevent sharps injury
- I am aware of electrical, chemical, radiation and biological hazards and how to prevent them
- I know what to do in an emergency
- I know the procedure for reporting safety-related incidents
- I know where to find information about legislative requirements for laboratory safety
- I know where to find detailed information about laboratory hazards such as dangerous chemicals
- I always clean up after myself
- I set up my workspace and ensure correct posture and lifting technique so as to avoid strain and injury

Trainee name (print).....Signature.....

Witness (supervisor or other senior member of staff):

Name (print) and signature.....Date.....

## **DOPS (Direct Observation of Practical Skills) Assessment**

### ***Instructions for Trainees and Supervisors***

The purpose of the Direct Observation of Practical Skills (DOPS) assessment is to indicate trainee's acquisition of practical, clinical and mortuary skills; to show that they can work safely in the mortuary; and to provide feedback on the progress by highlighting strengths and areas for improvement, thereby encouraging their professional development.

It is important to observe the trainee doing the activity. Observations can be made by the supervisor and also by suitable qualified staff. Assessors who are RCPA/Faculty Fellows can note this as an activity in their annual CPDP submission.

Before sitting **Part I** examination, the following twelve (12) DOPS must have been completed at the minimum, of which a minimum of four (4) must be completed each year:

- Minimum 5 Individual personal identifications
- Minimum 2 superimpositions: (any combination of radiographs and PM hard tissues to AM photographic images)
- Minimum 2 dental age estimations
- Minimum 3 trauma assessments (including 1 mandatory assessment of a bitemark injury)

Before sitting **Part II** examinations, the following must have been completed:

- Participation in a minimum of 1 formally constituted DVI operation  
N.B. if candidates do not receive the opportunity to participate in an actual DVI operation, they must complete a critique of a recent DVI operation as one of their Part II Forensic Odontology Project Reports (see Appendix 6)
- Minimum 1 Anthropological skeletal remains case analysis
- Minimum 1 Observation of full forensic autopsy, including report

Trainees should initiate the DOPS assessment by requesting an appropriate assessor to observe them when they are confident they can complete it satisfactorily. The time taken will vary according to the skill. All stages of multi-part skills should be observed. Observations might take place intermittently over the course of 2-3 days. Over time the assessments should cover each activity and all the skills of collection, recording and comparison of information, and report writing.

The assessor should complete the DOPS from while the trainee is present and spend 5-10 minutes providing immediate feedback.

### ***Grading, standards and outcome of assessment***


Each aspect of the trainee's performance should be graded. The "n/a" option should be used if the assessor has not observed that aspect or is otherwise unable to comment.

The trainee's strengths as well as areas for improvement should be discussed with the trainee. Feedback should be given sensitively, in a suitable environment. Areas for development should be identified, agreed and recorded on the DOPS form.

The final outcome should be graded according to whether the standard of performance is as expected for the stage of training. The level of competence should be such that the trainee would be able to perform the task safely without supervision, usually at the level of a competent junior scientist. A trainee whose performance does not meet the standard will be able to repeat the assessment with no penalty.

### ***Record keeping***

The DOPS forms must be fully completed, signed and dated by the trainee and the assessor. The forms must be retained by the trainee in his/her portfolio. Only DOPS for which the trainee has met the standard need to be kept in the portfolio.

		<b>Forensic Odontology</b> <b>Directly Observed Practical Skills (DOPS) Assessment Form</b>			
<b>Trainee Name</b>		<b>Trainee ID</b>	<b>Year of Training</b> 1    2    3    4    5 if > 5, please specify		
<b>Assessor Name</b>		<b>Assessor Position</b>			
<b>Please use a new form for each procedure or activity (please tick one)</b> <input type="checkbox"/> Personal Identification <input type="checkbox"/> Superimposition of radiographs <input type="checkbox"/> Superimposition of PM hard tissues to AM photographic images <input type="checkbox"/> Dental age estimation <input type="checkbox"/> Trauma assessment: dental trauma/ facial soft tissue trauma/ facial skeletal trauma/ bite mark trauma <input type="checkbox"/> Anthropological skeletal remains case analysis <input type="checkbox"/> Observation of full forensic autopsy <input type="checkbox"/> Participation in DVI operation (if not provided with such an opportunity, a Part II Project Report on critique of a recent DVI operation must be completed) <input type="checkbox"/> Other (please specify)					
<b>Brief description of procedure to be observed and assessed</b>					
<b>Please comment on whether these aspects of the trainee's performance are as expected for the stage of training</b>			<b>Yes</b>	<b>No</b>	<b>n/a</b>
Handling of remains or evidence: observing safety, chain of command and with respect					
Selects and correctly uses appropriate equipment, according to standard operating procedures					
Interpret and discuss findings, with respect to case at hand					
Discuss anomalies and resolve uncertainties					
Record appropriate information to high standard					
Safe work practices and observes appropriate workplace health and safety requirements					
Final written report					
Timely, efficient, cooperative performance					
<b>Please comment on other relevant aspects, particularly on aspects for improvement</b>					
<b>Final outcome (circle one)</b>		<b>Date of DOPS</b>	<b>Time taken for DOPS</b>	<b>Time taken for feedback</b>	
As expected for the stage of training Below expected for the stage of training					
Signature of assessor		Signature of trainee			
Laboratory					

## Case Report Assessment Form

### Instructions for Trainees and Supervisors

Trainees should complete three (3) case reports (~1500 words) during their Part I training unless they are undertaking (or have received RPL for) substantive research/ self-education activities in approved forensic odontology programs, or undertaking (or have received RPL for) a PhD or a Masters by research in Forensic Odontology. These Case reports are good preparation for the substantive projects (Forensic Odontology Reports) in Part II.

The trainee should discuss with their supervisor before selecting a case/topic for the report. The focus of the case report could be on a specific technical aspect covering any of the content areas specified in the learning outcomes associated with the discipline-specific activities of forensic odontologists. The discussion should include a focussed review of the relevant literature.

The Trainee should select a suitable assessor, who should be an RCPA/Faculty Fellow but does not need to be the listed supervisor. The assessor should review the case report and provide feedback to the trainee. The assessor could note this as a quality activity in their annual Continuing Professional Development Program (CPDP) submission.

### ***Grading, standards and outcome of assessment***


Each aspect of the trainee's performance should be graded as satisfactory or unsatisfactory.

The trainee's strengths as well as areas for improvement should be discussed with the trainee. Feedback should be given sensitively, in a suitable environment. Areas for development should be identified, agreed and recorded on the assessment form. The final outcome should be graded according to whether the standard of performance is as expected for the stage of training.

### ***Record keeping***

Case reports will be evidenced by the assessor completing the assessment form. Please include the completed assessment form and the case report in the portfolio to be reviewed by the Principal Examiner.

Trainees are encouraged to present their completed case reports at scientific meetings of relevant colleges or societies.

		<b>Forensic Odontology Case Report Assessment Form (Part I)</b>	
<b>Trainee name</b>		<b>Trainee ID (RCPA)</b>	<b>Stage of training</b> Y1 Y2 Y3 Y4 Y5 if > Y5 please specify
<b>Assessor's name</b>		<b>Assessor's position</b> <input type="checkbox"/> Odontologist <input type="checkbox"/> Pathologist <input type="checkbox"/> Scientist <input type="checkbox"/> Other (pls specify)	
Please indicate (✓) if each of the following was deemed Satisfactory (S) or Unsatisfactory (U)			
<b>Aspect of Report</b>		<b>S</b>	<b>U</b>
Clear layout of text with appropriate headings and paragraphs. Figures and tables are well planned and easy to understand			
Correct, concise English without spelling or grammatical errors			
Clear introduction, that covers the background of the topic & introduces the rest of the report			
The main body of the report is well organised, easy to read and answers the question that has been set.			
A full range of appropriate sources has been used to research the case/ topic, including textbooks, journals, websites, personal communications, surveys and/or experiments			
The conclusion accurately summarises the arguments that have been presented			
References are relevant and are cited accurately in the <i>Pathology</i> journal format			
No large amounts of irrelevant material & text			
<b>Please comment on other relevant aspects, especially on aspects for improvement</b>			
Please indicate the overall standard of the report: <input type="checkbox"/> SATISFACTORY <input type="checkbox"/> UNSATISFACTORY			
<b>Signature of assessor</b>		<b>Signature of Trainee</b>	
<b>Date completed</b>			



# CbD (Case-based Discussion) Assessment Form

## Instructions for Trainees and Supervisors

Throughout training, trainees should seek opportunities to discuss cases with experienced colleagues and receive feedback. The CbD form should be used to formally record at least 2 such sessions per year. The purposes of CbD assessments are: (1) to indicate the trainee's ability to interpret and relate results to clinical findings and make decisions in relation to personal identity, age or origin of marks; including decisions with ethical and legal dimensions; (2) to give feedback to trainees about their strengths and areas for improvement.

At least five (5) satisfactory low-to-medium complexity CbD forms should be signed off before the Part I examination and should reflect routine situations and those with frequently occurring, manageable complications, as determined in conjunction with supervisor.

A minimum of four (4) high complexity cases should be signed off as satisfactory between the Part I and Part II examinations. These high complexity cases should reflect difficult or unusual situations, as determined in conjunction with supervisor.

The trainee should initiate each CbD assessment. The trainee should select two (2) recent cases in which s/he has been involved in some aspect of the investigation. The assessor should present one (1) of these for the trainee to present and discuss. The trainee should select a suitable assessor, who should be an RCPA Fellow but does not need to be the listed supervisor. The assessor should note this as a quality activity in the annual CPDP submission. The trainee should request a mutually convenient time to meet for about 30 minutes. The presentation/discussion should take about 15-20 minutes. A further 5-10 minutes should be allowed for the assessor to give immediate feedback and complete the CbD form.

Each CbD topic should be chosen from a different activity, as listed on the CbD form, and can focus on one or more of the following aspects:

- Dental record keeping and interpretation
- Mortuary techniques
- Interpreting and reporting results
- Quality improvement
- Professionalism, e.g. ethical/legal aspects, teamwork
- Presentation of evidence


### ***Grading, standards and outcome of assessment***

Each aspect of the trainee's performance should be graded. The "n/a" option should be used if the assessor has not observed that aspect or is otherwise unable to comment. Feedback should be given sensitively in a suitable environment and should include strengths and areas for development which should be identified agreed and recorded on the CbD form.

The final outcome should be graded according to whether the standard of performance is as expected for the stage of training. A trainee whose performance does not meet the standard will be able to repeat the assessment with no penalty.


### ***Record keeping***

The CbD forms must be fully completed, signed and dated by the trainee and the assessor. The forms must be retained by the trainee in his/her portfolio. Only CbDs for which the trainee has met the standard need to be kept in the portfolio.

 <b>RCPA</b> The Royal College of Pathologists of Australasia		<b>Forensic Odontology Case-based Discussion (CbD) Assessment Form</b>	
<b>Trainee Name</b>		<b>Trainee ID</b>	<b>Year of Training</b> 1    2    3    4    5 if > 5, please specify
<b>Assessor Name</b>		<b>Assessor Position</b>	
<b>Procedure or Activity</b> <input type="checkbox"/> Dental record keeping and interpretation <input type="checkbox"/> Mortuary techniques <input type="checkbox"/> Interpreting and reporting results <input type="checkbox"/> Quality Improvement <input type="checkbox"/> Professionalism, e.g. ethical/legal aspects, teamwork <input type="checkbox"/> Presentation of evidence <input type="checkbox"/> Other (please specify)			
<b>Complexity of Case (tick box)</b> <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High			
<b>Brief description of procedure to be observed and assessed</b>  			
<b>Please comment on whether these aspects of the trainee's performance are as expected for the stage of training</b>			<b>Yes</b> <b>No</b> <b>n/a</b>
Initial assessment of clinical and forensic aspects of case			
Appropriate discussion of procedures			
Interpretation of findings			
Overall clinical and forensic judgement			
Appropriateness of any recommendations			
Reporting of findings			
Ability to present and discuss case			
<b>Please comment on other relevant aspects, particularly on aspects for improvement</b>  			
<b>Final outcome (circle one)</b>  As expected for the stage of training Below expected for the stage of training		Date of CbD	Time taken for CbD
Signature of assessor		Signature of trainee	
Laboratory			





 <b>RCPA</b> The Royal College of Pathologists of Australasia		<b>Forensic Odontology Significant Incident Report Form</b>	
<b>Trainee name</b>		<b>Trainee ID (RCPA)</b>	<b>Stage of training</b> Year1 Yr2 Yr3 Yr4 Yr5 if more than Yr5, please specify
<b>Nature of incident: what happened and why was it significant?</b>			
<b>What led to the incident?</b>			
<b>Action taken at the time of the incident. Could it have been handled differently?</b>			
<b>Review of similar incidents</b>			
<b>Actions taken (or needed) to prevent future similar incidents</b>			
<b>Reflection by trainee</b>			
<b>Supervisor name (print) and signature</b>			<b>Date</b>
<b>Name of laboratory</b>			



## Forensic Odontology Research and Scholarship log

(Portfolio Category 7)

**How to use this form**

This form is to be used to record that the trainee has engaged in at least **3 different activities per year throughout training** from the following list:

- Code 7.1** Literature review and preparation of materials (eg slides) to support teaching or conference presentation. Record the topic and list the references reviewed. **Minimum 1, maximum 3 before Part 1 and between Parts I and II.**
- Code 7.2** Present a teaching session (lecture, seminar) for medical students, lab staff, GPs, etc. Attach a reflection on what you gained from the activity (max 1 page). **Minimum 2 maximum 4 before Part I. Minimum 2 between Parts I and II.**
- Code 7.3** Oral or poster presentation at scientific meeting. Attach a reflection on what you gained from the activity (max 1 page). **Minimum 1, maximum 3 before Part I and between Parts I and II. Must participate in 2 annual programs** of national forensic/forensic dental bodies by Part I.
- Code 7.4** Publications, journal articles, book chapter, monograph, published or written to a standard suitable for publication. Cite the reference for published works. Attach the manuscript for unpublished works **Minimum 2 before Part II**
- Code 7.5** Develop assessments or educational modules for RCPA. Attach a copy or synopsis of material developed. Limit of 2 during training.
- Code 7.6** Self-assessment activities. Attach a reflection on what you gained from the activity (max 1 page).
- Code 7.7** Formal self-education study, eg, on-line educational modules (eg College of American Pathologists (CAP) modules), journal review of cases you have worked up. Attach a reflection on what you gained from the activity (max 1 page).
- Code 7.8** Academic award courses. Attach a copy of transcript of results.
- Code 7.9** Other (please specify)

For each activity, trainees must write a one page (maximum) reflection on what they gained from the activity.

At the end of each year, this form, appended reflections and any other appended documentation should be sighted by the supervisor and signed off on the annual supervisor report.

Trainee name		Trainee ID		Stage of training				
				Y1	Y2	Y3	Y4	Y5
				if > Y5 please specify				
Date	Code	Brief description of activity (include meeting name, URL, etc where relevant)					Supervisor signature	

Supervisor name (print) .....

Signature .....date.....







## Appendix 6: Forensic Odontology Project Reports

The Part II assessment requires four (4) Forensic Odontology Project Reports of 3000-5000 words, evaluating an issue contained within the subsections of the Forensic Odontology curriculum with not more than two (2) Reports per section. These should be of a standard publishable in a journal such as the *Journal of Forensic Sciences*.

The focus of the Report could range from a single patient case or case series to a large population depending on complexity of the situation under investigation. The Reports should demonstrate the candidate's approach to analysing the scientific problem or issue in the case(s) or the population (including a relevant review of the literature) and follow up action/discussion based on principles of Evidence-based Practice. It is also expected that some Reports will demonstrate the candidate's ability to be innovative, assure quality and consider management issues.

Based on the above approach, following are some suggestions appropriate as Report aims:

- The introduction or development of a new technique/methodology and comparisons with current best practice
- Transference of an existing technique/methodology to a new context and comparing it to current practice
- A study that examines the sensitivity and specificity of a technique/methodology, including positive and negative predictive values in a particular population
- A critical analysis of a recent DVI operation including interviews with the team of pathologists, odontologists and scientists (mandatory if the trainee had not participated in a formal DVI operation)
- A detailed analysis of cumulative laboratory data (including case series)
- A study comparing specialised populations

Please note that the above list is not exhaustive. If trainee(s) plan a different focus they should discuss with their supervisor and submit a brief proposal to the College administration well before commencing the work involved. The Principal Examiner will confirm the appropriateness.

### Marking criteria

1. Demonstrates one or more of the Report aims.
2. Demonstrates appropriate principles of Evidence Based Laboratory Practice
3. Introduction discusses the literature and placement of the study in context.
4. Methodology is appropriate. Method described in sufficient detail to allow the study to be replicated; comments on method selection, method validation, method development and trouble-shooting..
5. Analysis: Quantitative or qualitative
6. Results
7. Discussion
  - i. Interpretation of results or critical analysis of literature
  - ii. Placement of results in context of the available literature
  - iii. Limitations of the study
  - iv. Lessons derived are adequately discussed; implications are related to the candidate's own situation and the broader context of the field
8. Format of the paper
  - i. Complies with the requirements for the [Journal Pathology](#)
  - ii. Reference List
  - iii. Writing style syntax, spelling/ typographical errors
  - iv. Graphs and tables.

The Reports will be independently marked by two examiners in the relevant discipline and candidates will be provided with feedback. Candidates are encouraged to submit their Reports early in Part II, and at least two (2) Reports should be submitted by the end of the fourth year of training.

*Reports will be graded as either Satisfactory or Unsatisfactory. Unsatisfactory reports will be returned to the candidate for revision, addressing of feedback, and resubmission to the RCPA for remarking*

Candidates are encouraged to publish their Reports subsequent to examination.

### **Format**

1. An electronic copy in pdf format should be submitted.
2. The first page should have the Trainee's RCPA number and the word count (excluding references). For examination and feedback purposes page numbers should be provided for the whole document and line numbers should be provided for all text.
3. The Trainee's name should NOT be displayed anywhere in the document.
4. Any information and contributions provided by others should be clearly identified. Do NOT give personal or institutional details of the individuals concerned. The Report submitted should be primarily the candidate's own work and any attribution of authorship should take place at the time of possible publication.
5. The manuscript and reference format should comply with [the requirements for the journal Pathology](#).

### **Declaration of originality**

Each Report must be accompanied by a signed declaration of originality. Please use the form on the next page and do NOT incorporate the form into the Report, to preserve anonymity. The College's policy is that Trainees who submit work that is not their own will fail and the matter will be referred to the Board of Education and Assessment.

### **Submitting the report and originality declaration**

Please email the report together with the signed declaration of originality to the RCPA Office at [exams@rcpa.edu.au](mailto:exams@rcpa.edu.au). The declaration and the report will be kept on file electronically at the College. E-copies will be sent to examiners. Please refer to RCPA website for due dates.



**Declaration for Forensic Odontology Reports**

**Trainee declaration:**

I certify that this Report, titled: .....  
.....  
.....

is my own original work and that the work documented was completed as part of my personal supervised practice during my accredited training. It has not been previously submitted for assessment and has not been used by any other trainee in this training location. I have read and understand RCPA Policy 10/2002 - Plagiarism and Cheating in Examinations.

Trainee Name .....RCPA ID .....

Trainee Signature ..... Date .....

**Supervisor declaration:**

As the supervisor for ....., I certify that the work documented was completed personally by him/her during training. The Report is original and has not been used by any other trainee in this training location. I have reviewed this item and read the relevant RCPA requirements and believe it is suitable for submission to the RCPA examiners.

Supervisor name (print).....

Supervisor signature.....date.....

## Appendix 7: Assessment matrix

Outcome		Assessment method (see key below)								
		Part I			Part II		Portfolio			
		A	B	C	D	E	F	G	H	I
<b>Discipline-specific functions of the FO</b>										
1.1	Foundation knowledge and skills	x		x	x				x	x
1.2	Anatomy and morphology	x		x	x			x	x	x
1.3	Forensic pathology	x	x	x	x	x		x	x	x
1.4	Human identification	x	x	x	x	x	x	x	x	x
1.5	Mortuary techniques	x	x	x	x	x	x	x	x	x
1.6	Dental age estimation	x	x	x	x	x	x	x	x	x
1.7	Bite mark analysis	x	x	x	x	x	x	x	x	x
1.8	Disaster victim identification	x	x	x	x	x	x	x	x	x
1.9	Physical anthropology	x	x	x	x	x	x	x	x	x
1.10	Applied forensic sciences	x	x	x	x			x	x	x
<b>Functions as a manager in the laboratory</b>										
2.1	Quality management	x	x	x	x	x				x
2.2	Safety	x	x	x	x					x
2.3	Jurisprudence, ethics, legislation	x	x	x	x	x			x	x
2.4	Managing people									x
2.5	Managing resources									x
2.6	Information fundamentals									x
<b>Research and scholarship</b>										
3.1	Research and critical appraisal					x		x		x
3.2	Self-education and CPD					x		x		x
3.3	Educating colleagues, staff, community									x
3.4	Providing data for planning and evaluation									x
<b>Professional qualities</b>										
4.1	Ethics and confidentiality									x
4.2	Communication									x
4.3	Collaboration and teamwork									x
4.4	Cultural competence									x

### Key to assessment methods

A	Part 1 written paper: short answer questions
B	Part 1 objective structured clinical examination
C	Part 1 oral examination
D	Part II oral examination
E	Part II Forensic Odontology Reports
F	DOPS (directly observed practical skills) and other procedures
G	Part I Case reports
H	CbD (case-based discussions)
I	Portfolio evidence: Laboratory safety checklist Departmental induction Quality, safety and management activities Incident reports Research and scholarship Ethics, communication and teamwork activities

## Appendix 8: Forensic Odontology training time requirements

<b>Competency domains and time-based requirements</b>	<b>Part 1 training (FTE of 3 years)</b>	<b>Part 2 training (FTE of 2 years)</b>
A. Knowledge base and basic skills in forensic odontology <b>FTE of 1 year</b>	Completion of Monash University Master of Forensic Medicine in Odontology stream or equivalent – maximum <b>1.5 FTE</b> (1 FTE for Category A + 0.5 FTE for category D)	
B. Competency development in Forensic Odontology by supervised training and casework i.e. Part 1 workplace-based assessments (eg. DOPS) and Part 2 case book <b>FTE of 1.5 years*</b>	Trainee position in a laboratory accredited by RCPA for Forensic Odontology training – minimum <b>0.9 FTE</b> (0.3 FTE per calendar year)	Trainee position in a laboratory accredited by RCPA for Forensic Odontology training – minimum <b>0.6 FTE</b> (0.3 FTE per calendar year)
C. Knowledge base and skills in anatomy and general dentistry related to forensic odontology practice + management skills <b>FTE of 1 year*</b>	General dental practice and/or an academic position in dentistry concurrent to Forensic Odontology training in an accredited site (B above) + maintain a record of relevant cases - maximum <b>0.6 FTE</b> (0.2 FTE per calendar year)	General dental practice and/or an academic position in dentistry concurrent to Forensic Odontology training in an accredited site (B above) + maintain a record of relevant cases - maximum <b>0.4 FTE</b> (0.2 FTE per calendar year)
D. Research, self-education skills and advanced skills in Forensic Odontology <b>FTE of 1.5 years**</b>	Skills development during Forensic Odontology training in an accredited site (B above) by 3 Part 1 case reports unless they are undertaking (or have received RPL for) substantive research/ self-education activities through academic programs. – <b>0.5 FTE</b>	substantive projects leading to four Part 2 Forensic Odontology Reports of a publishable standard – <b>1 FTE</b>
	A PhD in Forensic Odontology (or master's degree by research in Forensic Odontology plus 2 publications) – maximum <b>1.5 FTE</b>	

\*It is recommended that Categories B and C include a rotation in mortuary practice in a laboratory accredited by RCPA for Forensic Pathology training for approximately 0.5 years FTE.

\*\*Category D could be achieved through

- a PhD in Forensic Odontology OR a master's degree by research plus two publications
- completing a master's level program in Forensic Odontology with research/self-education (0.5 FTE) and successful completion of four Part 2 Forensic Odontology Reports (1 FTE) or
- completing three Part 1 case reports AND four Part 2 Forensic Odontology Reports.

A candidate with a master's level academic program in Forensic Odontology AND a higher degree by research in Forensic Odontology will be considered only for a maximum of 2.5 years FTE (i.e. achievement of category A and D).