



University of Health
Sciences Lahore

**BDS Integrated
Curriculum 2K25**
Version 2.0

PRISME





PRISME LOGBOOK

BDS Integrated Curriculum 2K25 — Version 2.0

YEAR 01

Institution	
Academic Year	
Student Name	
Roll No.	
Supervisor / Mentor Name	
Date of Commencement	
Date of Completion	

ABOUT THIS LOGBOOK

This logbook is designed to help you document your learning and professional development across the six PRISME domains during Year 01 of the BDS programme. It is aligned with the University of Health Sciences (UHS) PERL Version 3.0 and the BDS Integrated Curriculum 2K25.

PRISME Domains

- P - Professionalism
- R - Research
- I - Informatics
- S - Social Responsibility, Cultural Sensitivity, Ethics & Jurisprudence
- M - Management & Entrepreneurship
- E - Evidence-Based Dentistry

How to Use This Logbook

1. Complete all student information on the cover page at the start of the year.
2. Each domain has a dedicated section. Log activities in the Activity Log table as they occur.
3. For every entry, write a 200–300 word reflection using the Driscoll Model (What? So What? Now What?).
4. Use the PEEL framework when writing portfolio entries.
5. Obtain your supervisor's signature after each activity.
6. Complete the Major Milestones & Portfolio Tasks table to track your progress.
7. At the end of each domain section, have your mentor review and sign off.

Instructional Strategies Used in PRISME

- Active Learning: Problem-solving, team-based learning, group discussions, and simulations.
- Collaborative Learning: Peer-to-peer interaction and cooperative projects.
- Flipped Classroom: Pre-class readings with in-class discussion and application.
- Case-Based Learning: Real-world dental and ethical scenarios.
- Technology Integration: Digital tools, online platforms, and virtual simulations.
- Mentoring & Peer Support: Guidance from peers and faculty.

Portfolio Entry Guidelines

PEEL Framework for Portfolio Entries

All portfolio entries must follow the PEEL structure:

- POINT - Identify the main idea or insight of your reflection.
- EVIDENCE - Provide examples or experiences that support your point.
- EXPLANATION - Describe how the evidence reinforces your learning or professional growth.
- LINK - Connect the reflection to broader module objectives or your overall development as a dental professional.

Driscoll Model of Reflection

Each written reflection (200–300 words) must address all three stages:

1. WHAT? - Describe the experience or activity clearly.
2. SO WHAT? - Analyse what you learned from the experience.
3. NOW WHAT? - Outline your action plan going forward.

Portfolio Submission Notes

- This logbook must be maintained in hard-bound format.
- Each entry must be dated, linked to a specific learning outcome, and signed off by your supervisor/mentor.
- Entries should be completed as close to the activity as possible.
- Reflections submitted without the Driscoll structure will be returned for revision.
- Your mentor will review and sign off on each completed page

Domain: Professionalism

Year 01 Learning Outcomes

1	Recognize attributes of professionalism: respect, integrity, and accountability.
2	Define professionalism in the context of dentistry.
3	Identify unprofessional behaviours in academic and clinical settings.
4	Practice patient-centered communication through role play.
5	Apply basic reflective practice

Activity Log

Date	Activity Description	Learning Outcome Addressed	Observed/Completed	Supervisor Signature	Student Reflection (200–300 words)

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Reflection & Self-Assessment

Students must follow the Driscoll Model of Reflection for each entry:

- WHAT? - Describe the situation or experience in context.
- SO WHAT? - Reflect on what you learned as a result of the experience.
- NOW WHAT? - Decide on the action you will take: change a behaviour, try something new, or continue as you are.

Mentor Feedback:

Student Signature:

Mentor Signature:

Date:

Domain: Research

Year 01 Learning Outcomes

1	Understand fundamentals of academic writing: official applications, letters, and report writing.
2	Define research, inquiry, and evidence-based dentistry.
3	Recognise the importance of research in dental practice.
4	Identify forms of scientific writing (editorial, article, review, case report, meta-analysis).
5	Explain the IMRAD structure.
6	Differentiate types of health research: basic, clinical, applied, and public health.
7	Enlist differences between quantitative and qualitative research.
8	Describe basic principles of research ethics.

Activity Log

Date	Activity Description	Learning Outcome Addressed	Observed/Completed	Supervisor Signature	Student Reflection (200–300 words) Driscoll Model: What? So What? Now What?

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Reflection & Self-Assessment

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Mentor Feedback:

Student Signature:

Mentor Signature:

Date:

Domain: Informatics

Year 01 Learning Outcomes

1	Practice email etiquette and online communication norms (WhatsApp/social media platforms).
2	Use Word/Google Docs for academic writing basics.
3	Apply safe internet practices and distinguish credible from unreliable sources.

Activity Log

Date	Activity Description	Learning Outcome Addressed	Observed/Completed	Supervisor Signature	Student Reflection (200–300 words) Driscoll Model: What? So What? Now What?

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Reflection & Self-Assessment

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Mentor Feedback:

Student Signature:

Mentor Signature:

Date:

Domain: Social Responsibility, Cultural Sensitivity, Ethics & Jurisprudence

Year 01 Learning Outcomes

1	Define social responsibility in dentistry.
2	Describe the role of a dentist in public health promotion.
3	Identify cultural diversity within Pakistan.
4	Explain principles of ethics: autonomy, beneficence, non-maleficence, and justice.
5	Take proper dental consent prior to treatment.

Activity Log

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Reflection & Self-Assessment

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Mentor Feedback:

Student Signature:

Mentor Signature:

Date:

Domain: Management & Entrepreneurship

Year 01 Learning Outcomes

1	Describe the concept of teamwork and its relevance in dental practice.
2	Observe and explain basic workflow (hierarchy) in academic and lab settings.
3	Identify and apply simple time management strategies for balancing academic and personal tasks.
4	Explain and apply the 7Cs of communication.
5	Demonstrate responsibility in small assigned academic or group-based tasks.

Activity Log

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Reflection & Self-Assessment

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Mentor Feedback:

Student Signature:

Mentor Signature:

Date:

Domain: Evidence-Based Dentistry (EBD)

Year 01 Learning Outcomes

1	Define Evidence-Based Dentistry.
2	Explain the significance of EBD in clinical decision-making.
3	Identify the three components of EBD: best available evidence, clinical expertise, and patient preferences.

Activity Log

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Reflection & Self-Assessment

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Mentor Feedback:

Student Signature:

Mentor Signature:

Date:
