



University of Health
Sciences Lahore

**BDS Integrated
Curriculum 2K25**
Version 2.0

PRISME





PRISME LOGBOOK

BDS Integrated Curriculum 2K25 — Version 2.0

YEAR 02

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

About This Logbook

This logbook documents your learning and professional development across the six PRISME domains during Year 02 of the BDS programme. It is aligned with the University of Health Sciences (UHS) PERL Version 3.0 and the BDS Integrated Curriculum 2K25. Year 02 builds progressively on Year 01 foundations, with learning outcomes organised across Blocks IV, V, and VI.

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 with its own Activity Log, Milestone Tracker, and Reflection & Sign-off page.
3. Learning outcomes are listed by Block (IV, V, VI) - link your activity to the relevant block and LO.
4. For every entry, write a 200–300 word reflection using the Driscoll Model (What? So What? Now What?).
5. Use the PEEL framework when writing portfolio entries.
6. Obtain your supervisor's signature after each activity.
7. Use the Major Milestones & Portfolio Tasks table within each domain to track your progress.
8. At the end of each domain section, have your mentor review and sign off.

Year 02 Instructional Strategies

- 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, citation managers, and online platforms.
- 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 may be maintained in hard-bound or electronic 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.
- Year 02 entries build on Year 01 foundations — reference prior reflections where relevant.

Domain: Professionalism

Year 02

Learning Outcomes by Block

Block	Year 02 Learning Outcomes
Block IV	Demonstrate respect, integrity, and accountability in group/clinical tasks and social media.
	Apply professionalism in simulated patient interactions.
	Write structured reflections on professional experiences.
	Demonstrate patient-centered communication in structured interviews.
	Discuss simple ethical dilemmas.
Block V	Utilise effective communication techniques with dental patients during history taking.
	Develop rapport with patients using rapport-building steps.
	Enhance emotional literacy in handling paediatric and adult dental patients.
Block VI	Identify patients whose physical symptoms (e.g., bruxism, TMJ issues, muscle spasms, angina referral) may be stress-related and communicate this professionally and empathetically, offering appropriate initial management or referral.
	Develop coping strategies for managing stress in personal and professional life.
	Provide effective counselling to patients undergoing dental treatments.
	Develop therapeutic relationships with parents of paediatric dental patients.

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?
- SO WHAT?
- NOW WHAT?

Mentor Feedback:

Student Signature:

Mentor Signature:

Domain: Research

Year 02

Learning Outcomes by Block

Block	Year 02 Learning Outcomes
Block IV	Formulate research questions using PICO/PECO frameworks.
	Select an appropriate research title.
	Develop a basic literature search strategy using databases and keywords.
	Conduct literature searches in PubMed and Google Scholar.
	Summarise research findings using a literature matrix.
	Explain the purpose and steps of a literature review.
	Conduct a simple literature review on a selected topic.
Block V	Identify referencing styles and use referencing software (Vancouver).
	Submit a structured literature review as a portfolio task.
	Design the basic framework of an epidemiological study relevant to dental public health.
	Apply techniques such as randomisation and blinding to minimise bias in studies.
Block VI	Design and conduct a simple oral health survey following standardised steps.
	Describe data types, variables, statistical methods, and sampling techniques, and present findings graphically.
	Formulate clear, measurable research objectives for oral health research projects.
	Interpret and calculate various measures of data.
	Correlate standard deviation with mean and understand the concept of normal distribution.

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?
- SO WHAT?
- NOW WHAT?

Mentor Feedback:

Student Signature:

Mentor Signature:

Domain: Informatics

Year 02

Learning Outcomes by Block

Block	Year 02 Learning Outcomes
Block IV	Search academic databases and journals online.
	Use advanced features of Word and Excel basics.
Block V	Apply citation managers (Zotero / Mendeley / EndNote).
Block VI	Describe plagiarism and academic integrity issues.

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?
- SO WHAT?
- NOW WHAT?

Mentor Feedback:

Student Signature:

Mentor Signature:

Domain: Social Responsibility, Cultural Sensitivity, Ethics & Jurisprudence

Year 02

Learning Outcomes by Block

Block	Year 02 Learning Outcomes
Block IV	Practice communication skills with culturally diverse patients through role play.
	Apply ethical principles in case-based discussions.
	Describe basics of patient rights and informed consent.
Block V	Develop empathy and cultural competence.
	Manage patient anxiety during procedures.
	Explore psychological responses to dental-related illnesses.
	Apply SPIKES protocol in delivering bad news.
	Maintain professional boundaries with patients.
	Manage patient expectations regarding dental procedures.
Block VI	Educate patients on managing periodontal conditions.
	Set realistic expectations for dental treatments.
	Promote healthy oral behaviours in the community.
	Apply palliative care principles.

Activity Log

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Reflection & Self-Assessment

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Student Signature:

Mentor Signature:

Domain: Management & Entrepreneurship

Year 02

Learning Outcomes by Block

Block	Year 02 Learning Outcomes
Block V	Collaborate effectively with dental laboratory technicians to ensure accurate fabrication and timely delivery of restorative and rehabilitative appliances.
Block V	Execute assigned tasks within time limits using planning strategies.
Block VI	Identify errors and suggest improvements in laboratory or workflow.
	Demonstrate awareness of safety and quality measures in pre-clinical settings.

Activity Log

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Reflection & Self-Assessment

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Student Signature:

Mentor Signature:

Domain: Evidence-Based Dentistry (EBD)

Year 02

Learning Outcomes by Block

Block	Year 02 Learning Outcomes
Block IV	Describe and differentiate levels and types of evidence (systematic reviews, RCTs, cohort studies, case reports) and their strengths and limitations.
Block V	Apply basic behaviour-change models (e.g., Health Belief Model) to design patient education.
Block VI	Implement simple behaviour-change strategies for routine dental problems (oral hygiene).
	Explain the basic principles of cognitive behavioural therapy (CBT) relevant to the management of dental anxiety.

Activity Log

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