PRIME MODULE
3rd YEAR BDS

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Introduction

The PRIME (Professionalism, Research, Identity formation, Management and leadership, and Ethics) curriculum, devised by the Institute of Health Professions Education & Research at Khyber Medical University, is a forward-thinking approach aimed at nurturing future doctors with a profound sense of societal care and empathy. This comprehensive module spans all four years of BDS training, encompassing disciplines such as behavioral sciences, medical education, research, management, leadership, and ethics. Furthermore, it incorporates essential subjects like Islamic studies and Pakistan studies, intended to foster a strong sense of Muslim and Pakistani identity, laying a foundational groundwork before professional identity formation within medicine.

The provided document outlines the module's topics, learning objectives, their sequential placement over the course of 3rd year BDS, allocation, and assessment strategies. The initial segment of the module study guide elucidates general learning outcomes, while the subsequent portion delves into detailed learning objectives and a comprehensive table of specifications.

In addition to emphasizing professional competency, the PRIME curriculum underscores the significance of broader societal

awareness, cultural identity, and ethical grounding in medical practice. This holistic approach aims to produce well-rounded medical professionals capable of navigating the complexities of healthcare with integrity and compassion.

General Learning Objectives — 3rd Year BDS PRIME

➢ **By the end of the 3rd Year BDS, students will be able to:**

Professionalism
1. Explain and apply the pillars and expected behaviors of professionalism in clinical and ward settings.
2. Recognize and respond appropriately to challenges to professionalism, including ethical lapses, gaslighting, and microaggressions.
3. Demonstrate culturally sensitive and accountable professional behavior in patient care, teamwork, and community engagement.
4. Reflect on professional responsibilities, errors, and growth as future dental practitioners.

🗣 Communication Skills
1. Apply structured communication frameworks (e.g., SPIKES, SBAR) in clinical, ward, and simulated scenarios.
2. Demonstrate effective communication with patients, attendants, and interprofessional team members.
3. Counsel patients and involve them in shared decision-making during treatment planning.

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⚖️ Ethics

1. Apply ethical principles to clinical situations, including consent-taking, managing ethical dilemmas, and treatment refusal.
2. Explain and uphold the legal and professional responsibilities of dental practitioners, including proper documentation and understanding negligence.
3. Integrate ethical reasoning into clinical decision-making and patient interactions.

Identity Formation

1. Reflect on personal experiences during clinical and ward exposures to strengthen professional identity.
2. Identify personal values, challenges, and resilience strategies in response to real clinical situations.
3. Document personal and professional growth through reflective portfolios and PDP activities.

Management & Leadership

1. Explain and demonstrate leadership and teamwork skills in clinical and ward contexts.
2. Apply principles of time and resource management to ensure safe, efficient patient care.
3. Describe and apply basic quality improvement methods (e.g., PDSA) to improve clinical processes

Module	Content	Learning Objectives	Domain	MIT	Assessment Method	Time (hrs)
Professionalism and Behavioral sciences							
Clinical Dentistry 1	Pillars of Professionalism	1. Explain the pillars of professionalism. 2. Describe how these pillars are applied in daily clinical practice.	C2	Lecture + SGD	MCQs/EMQs	2
Clinical Dentistry 1	Challenges to Professionalism	1. Explain common lapses in professionalism (e.g., confidentiality, boundaries, communication). 2. Discuss strategies to address these lapses through self-regulation and institutional mechanisms.	C3	Lecture + SGD	MCQs,	2
Blood 2	Professional Behavior in Clinical Interactions	1. Observe and demonstrate appropriate professional behavior with difficult or distressed patients during clinical and ward encounters. 2. Apply principles of team professionalism during interprofessional interactions.	A2 P3	Role Play, Simulation, Ward Observation	OSCE/OSPE/MINICEX, Peer feedback	2
Communication Skills							

Craniofacial	Breaking Bad News (SPIKES)	1. Explain the steps of SPIKES protocol.	C 3	Lecture → SGD → Simulation / Ward Observation	OSCE/OSPE/MINICEX (SPIKES station), Peer checklist	2
		2. Describe strategies for handling patient emotional reactions.				
		3. Observe and apply SPIKES in simulated or ward-based scenarios.	A2/P3			
Craniofacial	Interprofessional Communication (SBAR)	1. Explain the SBAR framework.	C 4	Lecture → Group Practice → Simulation	OSCE/OSPE/MINICEX (Handover), Peer assessment	2
		2. Describe its importance for patient safety.				
		3. Observe SBAR handovers in wards and demonstrate SBAR in simulated referrals.	A2 / P2			
GIT & UGS 2	Shared Decision-Making & Counseling	1. Explain principles of shared decision-making.	C 3	Lecture → Case-based Role Play → Simulation	OSCE/OSPE/MINICEX (Counseling station), Reflection	2
		2. Describe communication strategies for discussing treatment options, risks, and benefits.				
		3. Demonstrate counseling skills for shared decision-making in simulated settings.	A/P			
Research						

Clinical Dentistry 1	Introduction to Research & Manuscript Writing	1. Define research and its importance in dentistry. 2. Identify and describe the main components of a research project (Title, Abstract, Introduction, Methods, Results, Discussion, Conclusion, References). 3. Describe the structure of a standard scientific manuscript.	C1 C1 C3	Lecture + SGD	MCQs, EMQs	2
Blood 2	Quantitative Research — Concepts & Types	1. Explain the concept of quantitative research and its applications in dentistry. 2. Differentiate between descriptive and analytical study designs. 3. Describe types of quantitative studies: cross-sectional, case-control, cohort, experimental. 4. Identify examples of each design from published dental research.	C2	Lecture + CBL + Article Review	MCQs, EMQs, Worksheet	2
Blood 2	Data Collection Procedure	1. Explain the different types of questionnaires and interview forms 2. Discuss how to utilize medical records for use in research 3. Design a questionnaire or interview form	C2 C2 C5	Lecture + CBL, Task-Based Learning	MCQs, EMQs, Assignment	2

Cardiopulmonary 2	Qualitative Research — Concepts & Types	1. Explain the concept and purpose of qualitative research in health professions. 2. Enlist key qualitative designs: phenomenology, grounded theory, ethnography, case study, narrative inquiry. 3. Differentiate between qualitative and quantitative approaches. 4. Identify examples of qualitative studies relevant to dentistry.	C2	Lecture + CBL + Article Review	MCQs, EMQs, Group Activity	2
GIT & UGS 2	Ethical Approvals, Submissions & Research Integrity	1. Explain the role of Institutional Review Boards/Ethical Committees in dental research. 2. Describe the process for submitting a research proposal for ethical approval. 3. Identify key elements of research integrity, including plagiarism, authorship criteria, informed consent, and data protection. 4. Demonstrate how to fill basic submission forms or ethical approval proformas. 5. Describe the ethics of using artificial intelligence in research	C 2 P3	Lecture + Demonstration + Hands-on practice	MCQs, Form-filling exercise	2

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<tr><td colspan="7" style="background:yellow">Ethics</td></tr>
<tr>
<td>Clinical Dentistry 1</td>
<td>Revisiting Ethical Principles</td>
<td>1. Explain the four pillars of medical ethics.</td>
<td>C4</td>
<td>Lecture + SGD</td>
<td>MCQs, EMQs</td>
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<td>2. Discuss their application to real clinical scenarios.</td>
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<td>Blood 2</td>
<td>Application of Consent in Clinical Settings</td>
<td>1. Observe and apply informed consent principles during ward encounters and in simulated settings.</td>
<td>P3

A2</td>
<td>Demonstration → Supervised Practice → Simulation</td>
<td>OSCE/OSPE/MINICEX</td>
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<td>2. Demonstrate proper consent-taking skills.</td>
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<td rowspan="2">Role play</td>
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<td>3. Complete consent documentation accurately.</td>
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<td>3. Apply structured analysis to scenario-based dilemmas.</td>
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<td>Cardiopulmonary 2</td>
<td>Refusal of Treatment (Patient & Dentist)</td>
<td>1. Explain the ethical/legal implications of patient refusal.</td>
<td>C3</td>
<td>Lecture + Case Discussion + Role Play</td>
<td>OSCE/OSPE/MINICEX, EMQs</td>
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<td>2. Explain the dentist's right to accept or refuse treatment with ethical justification.</td>
<td>C3</td>
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		3. Apply communication and documentation strategies to refusal scenarios.				

<p style="text-align:center">**Identity Formation**</p>

GIT & UGS 2	Reflective Practice & PDP	1.explain reflection writing based on the Gibbs cycle.	C3	PDP Workshop + Reflective Writing	Reflective Portfolio, Mentor feedback	1
		2. Reflect on professional challenges and communication encounters experienced during ward and clinical exposures.	A3			
		3. Identify resilience strategies for handling challenging situations.				
		4. Document reflections and growth areas in PDP.				

<p style="text-align:center">**Management & Leadership**</p>

Cervicofacial 2	Leadership & Team Dynamics	1. Explain roles and responsibilities of clinical team leaders.	C 3	Lecture → Discussion → Simulation	OSCE/OSPE/MINICEX (team station), Peer/Faculty feedback	2
		2. Describe leadership styles and their application.				
		3. Identify leadership behaviors during ward rounds.	A/P			

GIT & UGS 2	Resource & Time Management	1. Explain principles of resource management.	C 2	Lecture → Demonstration → Role Play	Direct observation checklist, Mini-CEX	2
		2. Apply time management strategies in clinical scenarios.	P 2			
		3. Demonstrate responsible use and reporting of clinical resources.	A3			

For each content area, the essential coverage should include the following minimum elements:

Content Area	Minimum Content to be Covered	Expected Depth
Pillars of Professionalism	Altruism, Accountability, Excellence, Duty, Honesty, Integrity, Respect. Application to dental clinical scenarios.	Conceptual understanding + case discussion
Professional Behavior	Handling difficult patients, teamwork, punctuality, attire, language, patient dignity. Ward observation should be structured.	Demonstration + reflection

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Communication (SPIKES, SBAR)	Step-by-step protocols, role play, observation in wards, interprofessional respect.	Practical skills
Shared Decision-Making	Risks/benefits, treatment options, respecting autonomy, patient-centered care.	Scenario-based application
Ethical Principles & Consent	Beneficence, non-maleficence, autonomy, justice; structure of consent forms; documentation; refusal rights (patient & doctor).	Applied with ward linkage
Reflective Practice (PDP)	Structured reflection using Gibbs/Kolb, written PDP entries, mentor feedback.	Guided reflective writing
Leadership & Management	Clinical leadership roles, time/resource allocation, PDSA cycle basics.	Application through group activities
Research — Manuscript Parts	Title, Abstract, Intro, Methods, Results, Discussion, References.	Identifying each part in real papers
Quantitative & Qualitative Designs	Definitions, types (cross-sectional, cohort, case-control, phenomenology, grounded theory, etc.), examples from dental research.	Conceptual + critical identification
Ethical Approval Process	ERC/IRB structure, informed consent, plagiarism, authorship, KMU ERC submission flow.	Practical understanding

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