



**PRIME MODULE**  
**2<sup>nd</sup> YEAR BDS**

## **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 2<sup>nd</sup> 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 :**

**By the end of 2<sup>nd</sup> year BDS, students will be able to:**

**Professionalism:**

1. Demonstrate effective communication and counseling skills for managing sensitive patient interactions.
2. Discuss different techniques of giving feedback

**Research:**

1. Define research.
2. Discuss the steps of research.
3. Conduct literature search and reviews.
4. Formulate research questions, and objectives.
5. Demonstrate the use of referencing software (EndNote, Mendeley, Zotero etc).
6. Describe different types of research.

**Identity Formation:**

1. Reflect on personal and professional identity formation, creating development plans.
2. Balance personal and professional life using time management strategies and self-awareness.

**Management & Leadership:**

1. Demonstrate leadership in managing clinical teams and healthcare resources.

**Ethics:**

1. Address complex ethical challenges, consent taking and resource allocation.

**TABLE OF SPECIFICATION:**

S. No.	Content	Learning Objectives (LOs)	Module	Teaching Method	Time Allocation (hours)	Assessment Method
<b>A) Professionalism and Behavioral sciences</b>						
1.	Power Dynamics  (Power dynamics, bullying, harassment, its influences on interrelationships)	1.1 Define and explain the concept of power dynamics, including its impact on interrelationships in professional settings.  1.2 Identify and discuss various forms of misuse of power, including bullying and harassment, and their effects on individuals and organizations.  1.3 Analyze strategies for avoiding the misuse of power for personal gains	Pre-clinical Dentistry I	LGIS/SGD	2	MCQs, OSCE, Formative
2.	Dealing with patients: Culture, Life style, and Belief System in the society	2.1 Serve the patient as an individual, considering lifestyle, beliefs and support system	Foundation-II	Lecture	2	Formative
3.	Mental illness	3.1 Define mental illness, its importance, impact, and prevention	Infection and Inflammation	Lecture/ Small group Teaching	1	MCQ and formative
4.	Social psychology, oral health & terrorism	4.1 Describe social psychology, and its relation on oral health and terrorism	Pre-clinical Dentistry II	Lecture	1	MCQ and formative
5.	Stigma and reactions to illness	5.1 Describe Stigma and reactions to illness, and how not to be judgmental	Pre-clinical Dentistry II	Lecture	1	MCQ and formative
<b>B) Communication Skills</b>						

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6.	Verbal and non-verbal communication skills	6.1 Develop and Demonstrate effective verbal and non-verbal communication skills	Foundation II	Role play, Group Discussion	0.5	MCQ and Continuous Formative OSPE
7.	Listening skills	7.1 Develop and demonstrate active listening skills for learning purposes and to the patient's problems	Infection and Inflammation	Role play, Group Discussion	0.5	MCQ and Continuous Formative OSPE
8.	Reading skills	8.1 Develop and demonstrate effective reading skills	Pre-clinical Dentistry I	Role play, Group Discussion	0.5	MCQ and Continuous Formative
9.	Effective Feedback	9.1 Define feedback in professional development.  9.2 Identify different types of feedback (e.g., constructive, positive, negative).  9.3 Discuss techniques for giving and receiving feedback effectively.  Practice giving and receiving feedback in clinical scenarios.	Pre-clinical Dentistry I	Lecture/Case Studies/ Role Play	2	Formative, MCQs, OSCE
<b>C. Research</b>						
10	Introduction	10.1 Describe the background and purpose of research.	Foundation II	LGIS/SGD	1	Assignment, MCQs
11	Literature Search	11.1 Describe techniques of literature search and review. 11.2 Conduct literature search to finalize the research question using Boolean logic.	Foundation II	SGD/ Hands-on Workshop	2	Assignment, MCQs Formative
12	Referencing software (EndNote,	12.1 Enumerate the different softwares used for references.	Foundation II	Lecture/Hands-on Workshop	1	Assignment, MCQs, EMQs

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	Mendeley, Zotero)	12.2 Demonstrate the use of referencing software.				
13	Types of Research	13.1 Explain different types of research.	Foundation II	Lecture/SGD	1	Assignment, Practical
14	Formulation of Research Question	14.1 Formulate research question. 14.2 Describe how to develop a research question.	Foundation II	Lecture/SGD/ hands on	1	MCQ, Assignment
15	Sample size	15.1 Calculate sample size for a specific research project.	Infection and Inflammation	Lecture and Hands on Exercise in Computer lab	1	MCQs/Assignment
16	Sampling techniques and sample selection:	16.1 Describe various sampling techniques. 16.2 Justify sampling techniques chosen for a specific research project. 16.3 Select sample for a specific research project	Infection and Inflammation	Lecture/SGD/ hands on	2	MCQ, Assignment
<b>IDENTITY FORMATION</b>						
17	Work-Life Balance in Dentistry	17.1 Define work-life balance. 2. Identify challenges in balancing personal and professional life. 17.2 Develop strategies for maintaining balance.	Pre-clinical Dentistry II	Lecture/SGD	1	Reflective Assignment
<b>MANAGEMENT &amp; LEADERSHIP</b>						
18	Models of leadership & management	18.1 Compare different models of leadership and management	Pre-clinical Dentistry II	Lecture /group discussion	1	MCQs
<b>ETHICS</b>						
19	Informed Consent	19.1 Define informed consent. 19.2 Explain the components of informed consent.	Infection and Inflammation	Lecture/SGD	1	MCQs, Formative



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		19.3 Discuss the ethical implications of obtaining consent.				
		19.4 Apply informed consent principles in clinical cases.				

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<b>Learning Resources for 2nd Year BDS PRIME Module (Weeks 1–24)</b>	
<b>PRIME Topic</b>	<b>Learning Resource</b>
<b>Professionalism</b>	<p><b>"Medical Professionalism: Best Practices"</b> by Jill A. Thistlethwaite  <a href="https://doi.org/10.1201/9781315377933">https://doi.org/10.1201/9781315377933</a></p> <p><b>Badshah, A., Mahboob, U., &amp; Yousaf, A. (2022). How to teach professionalism in a clinical context? <i>Journal of the College of Physicians and Surgeons Pakistan</i>, 32(3), 275–277. <a href="https://doi.org/10.29271/jcosp.2022.03.275">https://doi.org/10.29271/jcosp.2022.03.275</a></b></p>
<b>Ethics</b>	<b>"100 Cases in Medical Ethics"</b> by Conrad Fischer
<b>Leadership and Teams</b>	<b>"Leadership in Healthcare: Essential Values and Skills"</b> by Carson Dye
<b>Professional Burnout</b>	<p><b>"Burnout: The Cost of Caring"</b> by Christina Maslach  <a href="https://doi.org/10.4324/978131589416">https://doi.org/10.4324/978131589416</a></p>
<b>Advanced Search Engines and Literature Review</b>	<b>"How to Conduct a Literature Review in Healthcare"</b> by Elizabeth Wager
<b>Informed Consent and Refusal</b>	<p><b>"Medical Ethics: Accounts of Ground-Breaking Cases"</b> by Gregory Pence.  <b>"100 Cases in Medical Ethics"</b> by Conrad Fischer</p>
<b>Time and Resource Management</b>	<b>"Time Management for Healthcare Professionals"</b> by Donald Wetmore
<b>End-of-Life or withdrawal of treatment Ethics</b>	<b>"100 Cases in Medical Ethics"</b> by Conrad Fischer

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<b>Professionalism in Handling Medical Errors</b>	<b>"100 Cases in Medical Ethics" by Conrad Fischer</b>
<b>Continuous Professional Development (CPD) and Lifelong Learning</b>	<b>"The Reflective Practitioner: How Professionals Think in Action" by Donald Schön</b>