Problem-Based Learning (PBL) 's class of Human Medical Science-4 (HMS-204) for Sophomore of School of Pharmacy, Walailak University

Overview; the subject, which I teach about the Activity (small group of PBL, CBL type); physiologically underlying mechanism in human. according to PBL steps include clarifying In this semester, the HMS-204 is mainly related to concepts, defining the problem, analyzing the cardiovascular system for sophomore of School of problem, categorizing, formulating learning Pharmacy. Previously, I taught this course last year issues, self-study, and discussion of newly and found that the main problem of the student, acquired knowledge (Harasim et al., 2013). We they can not imagine and scope in the big picture followed the protocol and they discussed in and apply the basic knowledge that they learned to friendly atmosphere. be beneficial. Therefore, I choose the Problem J I -

Based Learning (PBL) (Barret, 2017) that I determined as case based learning (CBL) of the 1.) K. สามารถเขนโรคอะไร (polmoning edum 26.) ภาวะแทรกร่อน 2.) ทำไม่งั้นขั้นได้แล้านน้ำมีภ ค.ถันเกิม (Hat) real patient. Thus, they can see what's happen in real situation, compare to the background s.) 11 \_\_\_\_ hyperchloretevolemian \_\_\_\_\_ 4 st -> BVISODD 6.) เกี่ยวกับ gene 2071 เกี่ยว - สึกษาเสีย 7.) ( โตาโก๊ย ปาง 75 ทำงาน แม้กมกก -> hyperten jion -> มีมักต่าวรับ 8.) ขั้ง อัย เสียงที่ทำในเกิด. - เมค่า knowledge by using pre-test, discuss together ) ทำไมจึงกางอย่างาบ ลักษาเพิ่มเคม 5 ทำไม่กบวม \_\_\_\_ ายาที่ให้มีผลหรือไม่ ส\_ within small group and I'm a facilitator to guide 2.) BNP ทำไมสูง? Ventrele ทำงานมาวันเอยสร้าง HM มากรัน 3.) เสียงปอกกับสวาว. ปอกบวมน้ำสัมพันธ์กันสมบัก A) VITAN Alk phoson -) ทำไม่เหน่าที่ม มีพลุมไป ศึกษาเทียด. ) ผู้ป่วย (กลมเหลวทำให้ Biochemical analysis รูปดาหรือไม่ เกียว them, will not judge their opinions, and let them 17.) Left bundle & ingrow? + AF - Right bounch froundauran 18.) LBB dumanio RB JU 1.) ming wing pulmoning elene (200) Ministration Back find the answer by themselves in right way to achieve the threshold concept knowledge (Timmermans and Meyer, 2017). The assessment of Outcome; the students strong actively PBL was focused on problem solving processes participated in discussion, tried to critically (Overton, 2010) and critical thinking skills. think and solve the problem as I can see from their responses and opinions on paper when Aims and objectives; 1. To identify the disorder compare to pre-PBL class. of CVS system in CBL. 2. To critically think about CVS disease in CBL. 3. To solve the problem by Impacts; the student told that PBL enhance discussion, literature research and background critically thinking that 's so important for knowledge. 4. To construct the prevention and knowledge application. The facilitator said that patient's education of the disorder in CBL, prepare PBL is essential for class to promote the them for clinical study and further professional understanding of the students. skills. Future development of project First, develop the new case study that up-to-



date and be fruitful for students. Second,

## **References**;

- 1. Barret, (2017). A new model of Problem- based learning. pp.1-240.
- 2. Timmermans and Meyer. (2017). A framework for working with university teachers

improve the technology of treatment recently, to create and embed 'Integrated Threshold Concept Knowledge' (ITCK) in their which associated to the disorders. Third, let the practice. 1-15. 3. Overton, (2010). Problem- based learning. students approach in real situation such as 4. Harasim et al., 2013. Is problem-based learning an ideal format for developing hospital etc. and apply knowledge in daily life. ethical decision skills? 29; 10: 523-529. Dr. Phetcharat Boonruamkaew, Ph.D. (Physiology), School of Pharmacy, Walailak University