



## Course Specification

**Faculty** School of Nursing    **Department** Community Health Nursing department  
**Curriculum** Bachelor of Nursing Science Program (B.N.S.)

### Section 1 General Information

BNE461	การรักษาโรคเบื้องต้นสำหรับพยาบาล (Primary Medical Care for Nurses)	2(1-2-3)
Co-requisite	-	
Pre-requisite	-	
Semester	2/2567	
Section	01	
Type of subject	<input type="checkbox"/> Basic course <input type="checkbox"/> General education course <input checked="" type="checkbox"/> Professional course <input type="checkbox"/> Free elective course	
Course coordinator	1) Assoc. Prof. Dr. Wimonrut Boonsatean	✓ อาจารย์ประจำ
	2) Ajan Suparat Panpoklang	✓ อาจารย์ประจำ
Course instructors	1) Assoc. Prof. Dr. Wimonrut Boonsatean	✓ อาจารย์ประจำ <input type="checkbox"/> อาจารย์พิเศษ
	2) Ajan Suparat Panpoklang	✓ อาจารย์ประจำ <input type="checkbox"/> อาจารย์พิเศษ
	3) Dr. Kheamnareenee Rueanrudiprom	✓ อาจารย์ประจำ <input type="checkbox"/> อาจารย์พิเศษ
Study place	School of Nursing	✓ ในที่ตั้ง <input type="checkbox"/> นอกที่ตั้ง
Date of the latest course description updated	Dec 16, 2024	

## Section 2 Course Objectives and Components

### 1. Course objectives: Students should be able to

- 1) Identify specific signs and symptoms of common diseases in primary care unit
- 2) Do differential diagnosis based on scenario information—history taking, physical examination and/or laboratory results
- 3) Make decision to provide basic medical care or referring.

### 2. Course description

การซักประวัติ ตรวจร่างกาย วินิจฉัยแยกโรค สังเกตและแปลผลทางห้องปฏิบัติการ รักษาเบื้องต้นตามปัญหาสุขภาพระบบต่าง ๆ ของร่างกาย การดูแลรักษาเบื้องต้นในการเจ็บป่วยฉุกเฉิน การใช้ยาอย่างสมเหตุผล และการส่งต่อตามขอบเขตของกฎหมาย จริยธรรม และจรรยาบรรณวิชาชีพ

History taking, physical examination, differential diagnosis, laboratory examination and interpretation; providing basic medical care according to health problems of body system and in emergency situations, rational drugs use, and referring in accord with the laws, ethics, and professional code of ethics.

### 3. Hour per week for advising and guidance to students

Number 3 hours/week

✓ e-mail : [wimonrut.b@rsu.ac.th](mailto:wimonrut.b@rsu.ac.th)  
[suparat.p@rsu.ac.th](mailto:suparat.p@rsu.ac.th)

☐ Facebook :.....

☐ Line :.....

✓ Others (Specify) Google classroom

### 4. Course Learning Outcomes (CLOs)

- 1) Respect individual difference and considerate to the rights of individuals (PLO 1.4)
- 2) Explain concepts and principles of primary medical care providing in primary care level facility (PLO 2.4)
- 3) Do differential diagnosis, prescribe medications, provide specific medical recommendations, and do documentation according to patient's situations (PLO 3.3)
- 4) Work as a leader or members during laboratory practice and study visit (PLO 4.4)
- 5) Communicate appropriate health recommendations tailored to the patient's situation (scenario or clinical setting). (PLO 5.4)

## Section 3 Students' Learning Outcomes Development

Development of specific learning outcomes, teaching/learning process and evaluation methodologies are as follows.

### 1. Ethics and Moral

●	Learning outcomes	Teaching methods	Evaluation methods
1.4	Respect individual difference and considerate to the rights of individuals	- Provide course orientation and upload course specification (RQF 3) on Google classroom	- class attendance behaviors

●	Learning outcomes	Teaching methods	Evaluation methods
		<ul style="list-style-type: none"> <li>- Set a classroom regulation</li> <li>- Evaluate students' behaviors represented through laboratory practice</li> </ul>	<ul style="list-style-type: none"> <li>- Observe students' behaviors and interaction with the others</li> </ul>

## 2. Knowledge

●	Learning outcomes	Teaching methods	Evaluation methods
2.4	Explain concepts and principles of primary medical care providing in primary care level facility	<ul style="list-style-type: none"> <li>- Lecture (brief the core concepts)</li> <li>- Group discussion</li> <li>- Self-study</li> </ul>	<ul style="list-style-type: none"> <li>- Mid-Term examination (20%) (including take-home exercise)</li> <li>- Final examination (30%) (including take-home exam)</li> </ul>

## 3. Cognitive Skills

●	Learning outcomes	Teaching methods	Evaluation methods
3.3	Do differential diagnosis, prescribe medications, provide specific medical recommendations, and do documentation according to patient's situations	<ul style="list-style-type: none"> <li>- Assign a group work as following steps;               <ol style="list-style-type: none"> <li>1) divide students into 2 groups, 7 students per group</li> <li>2) Provide patient scenarios for group discussion</li> <li>3) Perform laboratory practice in accord with scenarios given                   <ul style="list-style-type: none"> <li>• Lab M1-M4 (differential diagnosis, final diagnosis, medicine prescription, giving medical advices, documentation, and/or making a decision for referring)</li> <li>• Self-study</li> <li>• Return demonstration</li> </ul> </li> <li>4) Practice and return demonstration regarding surgery procedures (suture, incision &amp; drainage)</li> <li>5) Study visit and practice at the Health Promoting Hospital</li> <li>6) Take a laboratory exam</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- Observe students' behaviors and skills</li> <li>- Laboratory examination (50%)               <ul style="list-style-type: none"> <li>*Lab M-1 (10%)</li> <li>* Lab M-2 (10%)</li> <li>* Lab M-3-4 (Case report 10%)</li> <li>*Laboratory examination (20%)</li> </ul> </li> </ul>

## 4. Interpersonal Skills and Responsibility

●	Learning outcomes	Teaching methods	Evaluation methods
4.4	Work as a leader or members during	<ul style="list-style-type: none"> <li>- Skills practice in laboratory</li> </ul>	<ul style="list-style-type: none"> <li>- Observe students' performances</li> </ul>

●	Learning outcomes	Teaching methods	Evaluation methods
	laboratory practice and study visit		

### 5. Numerical analysis, communication, and information technology skills.

●	Learning outcomes	Teaching methods	Evaluation methods
5.4	Communicate appropriate health recommendations tailored to the patient's situation (scenario or clinical setting)	- Skills practice in laboratory	- Observe students' communication

## Section 4 Lesson Plan and Evaluation

### 1. Lesson Plan

Wk./date	Time	Topic	Learning activities/media used	Hour	Instructor
Wk. 1 Mar 27, 2025 [Thu]	08.30-09.00	- Course Orientation - Establishing a class room rules	- Upload TQF-3 on Google classroom a week before a first topic is started - Course orientation	4	Assoc. Prof. Dr. Wimonrut Boonsatean
	9.00-14.00	<b>Chapter 1 Concepts of Primary Medical Care</b> - Basic concepts (definition, purpose, significance, process etc.) - Laws, professional acts, professional rules and regulations related to primary medical care - Nurse's roles and responsibilities - Patient classification for providing primary medical care - (review) History taking and physical examination	- Encourage students to set a class room rules and post on Google classroom  - Lecture (brief the core concepts) - Group discussion - Self-study		Ajan Suparat Panpoklang
	14.00-16.00	<b>Chapter 2 Rational drug use (RDU)</b> - Definition and key concepts	- Lecture (brief the core concepts) - Group discussion - Self-study	2	Assoc. Prof. Dr. Wimonrut Boonsatean

Wk./date	Time	Topic	Learning activities/media used	Hour	Instructor
		<ul style="list-style-type: none"> <li>- TNC rules related to a list of medicines and diagnostic substances</li> <li>- Antibiotic smart use</li> <li>- Nurse's role and responsibilities</li> </ul>			
Mar 28, 2025 [Fri]	9.00-15.00	<b>Chapter 3 Common medical problems in primary care unit</b> <ul style="list-style-type: none"> <li>- Eyes, ears, throat, nose</li> <li>- Skin</li> <li>- Respiratory system</li> <li>- Cardiovascular system</li> <li>- Gastrointestinal system</li> <li>- Neurological system</li> <li>- Musculoskeletal system</li> <li>- Urinary and reproductive system</li> <li>- Infectious diseases</li> </ul>	<ul style="list-style-type: none"> <li>- Lecture (brief the core concepts)</li> <li>- Group discussion</li> <li>- Self-study</li> </ul>	5	Ajan Suparat Panpoklang
<b>Wk. 2</b> Apr 03, 2025 [Thu]	9.00-16.00	<b>Lab1 M-1</b>	<ul style="list-style-type: none"> <li>- Laboratory practice (history taking and physical examination)</li> <li>- Return demonstration</li> </ul>	6	Ajan Suparat Panpoklang  Assoc. Prof. Dr. Wimonrut Boonsatean
Apr 04, 2025 [Fri]	9.00-16.00	<b>Lab2 M-2</b>	<ul style="list-style-type: none"> <li>- Laboratory practice, return demonstration &amp; group discussion (scenarios—differential diagnosis, final diagnosis, prescribing medications, &amp; giving specific recommendations)</li> </ul>	6	Ajan Suparat Panpoklang  Assoc. Prof. Dr. Wimonrut Boonsatean
<b>Wk. 3</b> Apr 10, 2025 [Thu]	9.00-16.00	<b>Lab3 M-3</b>	<ul style="list-style-type: none"> <li>- Study visit &amp; practice at Health Promoting Hospital (at least 2 cases/group)</li> </ul>	6	Ajan Suparat Panpoklang  Assoc. Prof. Dr. Wimonrut Boonsatean
Apr 11, 2025 [Fri]	9.00-12.00	<b>Lab4 M-4</b>	<ul style="list-style-type: none"> <li>- Study visit &amp; practice at Health Promoting Hospital</li> </ul>	3	Ajan Suparat Panpoklang

Wk./date	Time	Topic	Learning activities/media used	Hour	Instructor
			(at least 1 cases/group)		Assoc. Prof. Dr. Wimonrut Boonsatean
Wk. 4 Apr 17, 2025 [Thu]	9.00-10.00	<b>Mid-term examination 20%</b> [Chapter 1, 2)			Assoc. Prof. Dr. Wimonrut Boonsatean
	10.00-12.00	<b>Chapter 4 Common surgical problems in primary care unit</b> - Local anesthesia (type, side effects, principles and administering, etc.) - Wound management (type of wound, suture, administering TT & TAT, wound care and antibiotic, etc.) - Common procedures: Incision & drainage, nail extraction, and cyst removal (principles and method)	- Lecture (brief the core concepts) - Group discussion - Self-study	2	Dr. Kheamnareenee Rueanrudipirom
	13.00-15.00	<b>Chapter 5 Common urgent and emergency situations in primary care unit</b> - First aids <ul style="list-style-type: none"> <li>• Toxic substance/Drug overdose</li> <li>• Bee/Wasp/Hornet sting</li> <li>• Scorpion sting/spider/centipede bite</li> <li>• Jellyfish dermatitis</li> <li>• Snake bite</li> </ul> - Emergency care <ul style="list-style-type: none"> <li>• Burns</li> <li>• Syncope &amp; Unconscious</li> </ul>	- Lecture (brief the core concepts) - Group discussion - Self-study	2	Dr. Kheamnareenee Rueanrudipirom

Wk./date	Time	Topic	Learning activities/media used	Hour	Instructor
		• Drowning & Near drowning			
Apr 18, 2025 [Fri]	9.00-14.00	<b>Lab5 Suture</b>	- Laboratory practice (skills—suture, incision & drainage) - Return demonstration	4	Dr. Kheamnareenee Rueanrudiprom
<b>Wk. 5</b> Apr 24, 2025 [Thu]	9.00-10.00	<b>Final examination 30% (Online)</b> [Chapter 3, 4, 5]			Assoc. Prof. Dr. Wimonrut Boonsatean
Apr 25, 2025 [Fri]	9.00-15.00	<b>Laboratory examination</b>	Return demonstration (scenarios—differential diagnosis, final diagnosis, prescribing medications, and specific medical advices)	5	Ajan Suparat Panpoklang  Assoc. Prof. Dr. Wimonrut Boonsatean
Total				(45)	
- Lecture				15	
- Laboratory practice				30	

## 2. Learning Outcome Evaluation Plan

Learning outcomes	Learning outcomes evaluation	Evaluation week	Evaluation proportion
1.4	- Class attendance behaviors - Observe student's behaviors and interaction with the others	1-5	No score
2.4	- Mid-term examination - Final examination	3 5	20% 30%
3.3, 4.4, 5.4	- Observe student's behaviors, skills, performances, and communication - Laboratory examination Lab M-1 (10%) Lab M-2 (10%) Lab M 3-4 (Case report 10%) Laboratory examination (20%)	2-5  2-5	No score  50%

## Section 5 Teaching resources

### 1. Main text

เผ่า อนันต์จิว. (2565). การประเมินภาวะสุขภาพและการวินิจฉัยแยกโรคเบื้องต้น (พิมพ์ครั้งที่ 2).

กรุงเทพฯ: นิโอดิจิตอล.

วรารักษ์ บุญเชียง และวิลาวัณย์ เตือนราษฎร์(บรรณาธิการ). (2563). การรักษาพยาบาลโรคเบื้องต้น (พิมพ์ครั้งที่ 6). เชียงใหม่: มหาวิทยาลัยเชียงใหม่.

### 2. Documentation and Essential Information –

## Section 6 Evaluation and Improvement Plan

### 1. Strategies for evaluating course effectiveness by students

- Students evaluate the course using the “Course Evaluation Form” and “Unit Evaluation Form”

### 2. Teaching Evaluation Strategy

- Class participation and class discussion  
- Students’ grade report

### 3. Teaching Improvement

- Team meeting (teaching team) to find out problems and solution  
- Present teaching plan and students’ grade report to the curriculum committee for approval

### 4. Verification of student achievement standards

- ✓ Randomly interview a few students by the course coordinator
- ✓ Observe students’ learning behaviors (class discussion, laboratory practice)
- ✓ Check (discuss and verify) rating method and evaluate students’ learning outcomes by instructors of community department and curriculum committee
- ✓ Evaluate summative knowledge by mid-term and final-exam
- ☐ Report information regarding each achievement learning outcome
- ☐ Survey/Questionnaire
- ☐ etc. (specify) .....

### 5. Reviews and plan for course effectiveness improvement

- The course coordinator will review/analyze all evaluation results from students, teaching team, and comments from the committee  
- All evaluation results will be used to improve the course effectiveness of the next following year