**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT III **UNIT**: 1. MEDICO-LEGAL ISSUES . **TOPIC:**  INTRODUCTION

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, define , outline and understand medico-legal issues, define and state professional code of conducts

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| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | *Barton E et al (1980) on being inCharge* | *5 min* | *Done* |
| Schema  Construction | *Definition*  *Professional code of conduct* | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Basavanthappa B. P (2000)*  *Bennet R. (2004) Management* | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Cole, G A (1996) management* | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

Course coordination:…………………………………………………………………………. Signature:…………………………………………… Date……………………..

Head of department: ………………………………………………………………………… Signature:…………………………………………… Date…………………….

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**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT III **UNIT**: 1. MEDICO-LEGAL ISSUES . **TOPIC:**  MEDICAL LEGAL CASES

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, understand and explain the medical legal cases and consequences

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| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | *Barton E et al (1980) on being inCharge* | *5 min* | *Done* |
| Schema  Construction | *Definition*  *Types medical legal cases*  *Consequencs of medical legal cases* | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Basavanthappa B. P (2000)*  *Bennet R. (2004) Management* | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Cole, G A (1996) management* | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

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**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT III **UNIT**: 1. MEDICO-LEGAL ISSUES . **TOPIC:**  REGULATORY BODIES

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, outline and explain the types and functions of regulatory body

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| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | *Barton E et al (1980) on being inCharge* | *5 min* | *Done* |
| Schema  Construction | *Definition*  *Types and function of regulatory bodies* | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Basavanthappa B. P (2000)*  *Bennet R. (2004) Management* | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Cole, G A (1996) management* | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

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**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT III **UNIT**: 1. MEDICO-LEGAL ISSUES . **TOPIC:**  GOVERNMENT LAW IN HEALTH CARE

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to,explain about government law and how it is applied in health

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| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | *Barton E et al (1980) on being inCharge* | *5 min* | *Done* |
| Schema  Construction | *Introduction*  *Types of gov. law*  *Relationship with the practice roles* | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Basavanthappa B. P (2000)*  *Bennet R. (2004) Management* | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Cole, G A (1996) management* | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

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Head of department: ………………………………………………………………………… Signature:…………………………………………… Date…………………….

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**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT III **UNIT**: 2. ANTICORRUPTION MEASURES . **TOPIC:**  INTRODUCTIONS

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, define and outline anticorruption measures

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| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | *Barton E et al (1980) on being inCharge* | *5 min* | *Done* |
| Schema  Construction | *Definition*  *Causes*  *Types of anticorruption measures* | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Basavanthappa B. P (2000)*  *Bennet R. (2004) Management* | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Cole, G A (1996) management* | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

Course coordination:…………………………………………………………………………. Signature:…………………………………………… Date……………………..

Head of department: ………………………………………………………………………… Signature:…………………………………………… Date…………………….

**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT III **UNIT**: 2. ANTICORRUPTION MEASURES . **TOPIC:**  EFFECTS TO THE ECONOMY

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, understand the effects of corruption to the economy

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| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | *Barton E et al (1980) on being inCharge* | *5 min* | *Done* |
| Schema  Construction | *effects of corruption on the economy*  *Factors attributing to corruptions* | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Basavanthappa B. P (2000)*  *Bennet R. (2004) Management* | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Cole, G A (1996) management* | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

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Head of department: ………………………………………………………………………… Signature:…………………………………………… Date…………………….

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**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT III **UNIT**: 2. ANTICORRUPTION MEASURES . **TOPIC:**  PREVENTIVE MEASURES

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, define and outline anticorruption measures

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| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | *Barton E et al (1980) on being inCharge* | *5 min* | *Done* |
| Schema  Construction | *Methods and measures of preventive of corruption in the society* | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Basavanthappa B. P (2000)*  *Bennet R. (2004) Management* | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Cole, G A (1996) management* | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

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**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT III **UNIT**: 2. ANTICORRUPTION MEASURES . **TOPIC: CONDUCTS AND ETHICS**

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, define and outline anticorruption measures

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| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | *Barton E et al (1980) on being inCharge* | *5 min* | *Done* |
| Schema  Construction | *Definition of conduct and ethics of profession*  *Public officer conducts* | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Basavanthappa B. P (2000)*  *Bennet R. (2004) Management* | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Cole, G A (1996) management* | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

Course coordination:…………………………………………………………………………. Signature:…………………………………………… Date……………………..

Head of department: ………………………………………………………………………… Signature:…………………………………………… Date…………………….

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**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT III **UNIT**: 2. ANTICORRUPTION MEASURES . **TOPIC:**  WORK ETHICS

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, define and outline anticorruption measures

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| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | *Barton E et al (1980) on being inCharge* | *5 min* | *Done* |
| Schema  Construction | *Introduction*  *To work ethics*  *Classification of work ethics* | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Basavanthappa B. P (2000)*  *Bennet R. (2004) Management* | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Cole, G A (1996) management* | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

Course coordination:…………………………………………………………………………. Signature:…………………………………………… Date……………………..

Head of department: ………………………………………………………………………… Signature:…………………………………………… Date…………………….

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**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT III **UNIT**: 2. ANTICORRUPTION MEASURES . **TOPIC:**  MEDICO LEGAL ISSUES

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, define and outline anticorruption measures

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| INSTRUCTIONAL APPROACH | SPECIFIC  OBJECTIVES | TEACHING  METHOD | TEACHER’S  ACTIVITY | LEARNER’S  ACTIVITY | INSTRUCTIONAL  MEDIA | REFERRENCE | TIME | REMARKS |
| Schema  Activation | *Climate setting*  *Introduction to the unit and the subject*  *Background information*  *Topic introduction* | *Greetings*  *Brain storming*  *Introduction* | *Introduction to students*  *Lecturer asking questions* | *Introduction to lecturers*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen* | *Barton E et al (1980) on being inCharge* | *5 min* | *Done* |
| Schema  Construction | *Definition of medico legal issues*  *Types of medical legal issues*  *Example in each case* | *Lectures*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Basavanthappa B. P (2000)*  *Bennet R. (2004) Management* | *1 hr 40 min* | *Done* |
| Schema  refinement | *Evaluation of*  *Students understanding*  *Provision of assignment* | *Lecture*  *Classroom discussion* | *Lecturing asking questions*  *Giving assignments* | *Answering questions*  *Asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Cole, G A (1996) management* | *10 min* | *done* |

Subject lecturer:………………………………………………………………………………… Signature:…………………………………………… Date……………………..

Course coordination:…………………………………………………………………………. Signature:…………………………………………… Date……………………..

Head of department: ………………………………………………………………………… Signature:…………………………………………… Date…………………….