**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

 **CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **TOPIC:** INTRODUCTION TO LEADERSHIP AND MANAGEMENT

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, define management and leadership, and explain levels of management

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the class**Introduction to the subject* *Introduction to the topi* | *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* |
| SchemaConstruction | *Definition of management**Definition of a manager and characteristics**Discussion of level of management* | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignment* | *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 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **TOPIC:** MANAGEMENT ROLES

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, outline and discuss management roles

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the subject* *Introduction to the topic* | *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* |
| SchemaConstruction | *Definition of management roles**Attributes and quality of a leader* | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignment* | *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 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **TOPIC:** HISTORICAL DEVELOPMENT OF MANAGEMENT

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, outline and discuss the theories behind the historical development of management

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the subject* *Introduction to the topic* | *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* |
| SchemaConstruction | *Discussion on period of development and the theories**Discuss management as science**Discuss scientific management theories* | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignment* | *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 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **TOPIC:** SCIENTIFIC MANAGEMENT THEORY

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, describes some of the scientific management theories

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *History of scientific management theories**Fayol’s 6 activities of industrial undertaking**Principle of scientific management**Achievements and failures of F.W Taylor* | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignment* | *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 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **TOPIC:** ADMINISTRATIVE THEORY

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, discuss and explain all the administrative theory

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Describe the administrative theory**Discuss H.FAYOL’S 14 Principle of management* | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignment* | *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 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **TOPIC:** MAX WEBER (BUREAUCRACIES)

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, discuss and explain all about the bureaucracy theory of Max Webber

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Define bureaucracy**Characteristic and features of an ideal organization by Weber* | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignment* | *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 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **TOPIC:** NEOCLASSICAL THEORIST/MOTIVATIONAL THEORIES

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, describe neoclassical theories, define motivation and explain its concepts

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Define neoclassical theories**Define and discuss motivations and its concept**Discuss types of motivations* | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignment* | *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 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **TOPIC:** NEOCLASSICAL THEORIST/MOTIVATIONAL THEORIES

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, discuss various models in content and process theories

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Discuss models in content theories(hierarchy of need theories, ERG theories ,acquired needs theories, Dual factors theories)**Discuss models in process theories(McGregor 1960 theories, Expectancy theories, Equity theories- ADAMS 1965)* | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignment* | *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 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **TOPIC:** HAWRHORNE STUDIES

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, describe the Hawthorne studies/theories and its conclusions

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Define Hawthorne studies**The components of Hawthorne theories**Conclusion of Hawthorne theory* | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignment* | *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 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **TOPIC:** MASLOW HIERARCHY OF NEEDS

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, describe the Hawthorne studies/theories and its conclusions

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Define and explain the Maslow hierarchy of needs**Discuss components of Maslow theory**Explain the central points of hierarchy of needs* | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignment* | *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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**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

 **CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **TOPIC:** McCREGOR’S THEORY X, THEORY Y, EXPECTANCY THEORIES

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, describe the McGregor’s theories and explain its concepts

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Define* McGregor’s theory *Outline and explain the component of* McGregor’s theory.Define and explain Expectancy theory | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignment* | *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 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **TOPIC:** EVOLUTION OF LEADERSHIP THEORIES

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, evaluate various theories on leadership and relate the conceptual basis of the theories

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *State and define the leadership theories**Great man theories**Behavioral theories(authoritarian,democratic, a leissez-faire leader)* | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignment* | *Answering questions**Asking questions* | *White board**Marker pen**Projectors**Pen**Lecture notes* | *Cole, G A (1996) management* | *10 min* | *done* |

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**TEACHING AND LEARNING LESSON DESIGN PLAN**

 **CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **TOPIC:** LEADERSHIP FUNCTIONS

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, understand, differentiate and compare the various functions of a leader

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *State and define the leadership functions**Coordination,supervision,motivation,**Sources of leadership power and influences* | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignm* | *Answering questions**Asking questions* | *White board**Marker pen**Projectors**Pen**Lecture notes* | *Cole, G A (1996) management* | *10 min* | *done* |

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 **CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **TOPIC:** FUNCTIONS OF MANAGEMENT

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, evaluate and understand various functions of managements

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Define management**State managements functions**Discuss management functions**(planning,organizing,staffing,**directing,coordinating,**reporting,budgeting)* | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignment* | *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 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **TOPIC:** PLANNING

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, understand and define planning, define terminologies used in planning, explain the processes and procedures in planning

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Define planning and the terminologies(mission,vision,goals,philosophy,**Objectives,policy)**Types of planning**Planning process* | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignment* | *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…………………….

**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

 **CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **TOPIC:** STEPS IN STRATEGIC PLANNING PROCESS/PLANNING CYCLE

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, understand and explain the steps in strategic planning process

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *State and explain the steps in planning**Explain under the following subtopics**-environmental scanning**-strategic formulation**-identification of strategies,-strategy of implementations and of evaluation* | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignment* | *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…………………….

**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

 **CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **TOPIC:** PURPOSE OF PLANNING

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, understand the purpose of planning and the significance and difficulties encountered

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Purpose of planning**Significance of planning**Difficulties in planning* | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment**END OF UNIT ONE* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignment* | *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…………………….

**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

 **CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **UNIT**: ORGANIZATION OF HEALTHCARE SERVICES **TOPIC:** ORGANIZING

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, explain the importance of organizing

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction into the unit**Introduction to the topic* | *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* |
| SchemaConstruction | *Definition of organizing**Types of organization**Types of formal organization structure* | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignm* | *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 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **UNIT**: ORGANIZATION OF HEALTHCARE SERVICES **TOPIC:** ELEMENTS AND PURPOSE OF AN ORG.STRUCTURE

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, describe organization and organizational structure

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Define organization structure**Purposes of organization structure* | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignment* | *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 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **UNIT**: ORGANIZATION OF HEALTHCARE SERVICES **TOPIC:** HEALTH CARE ORGANIZATIONS

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, describe organization and organizational structure

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Describe health care organizations**Types of health care organization* | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignment* | *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 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **UNIT**: ORGANIZATION OF HEALTHCARE SERVICES **TOPIC:** THE KENYA NATIONAL HEALTH SYSTEM

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, describe organization and organizational structure of Kenya national health system

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *State and explain the component of the Kenya national health system**Discuss under;national,county,subscounty health management and* *Community health commitee,* | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignment* | *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 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **UNIT**: ORGANIZATION OF HEALTHCARE SERVICES **TOPIC:** PUBLIC SECTOR HEALTH SERVICE DELIVERY

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, describe organization and organizational structure of Kenya public sector health delivery

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Describe the public sector health service Delivery system**Outline the various level and activities(level 1 community, level 2 dispensary clinic, level 3 health centre, maternity home**Level 4 primary hospital, level 5 county referral hospital,level6 Tertiary hospital)* | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignment* | *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 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **UNIT**: ORGANIZATION OF HEALTHCARE SERVICES. **TOPIC:** STAFFING

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, understand and explain organizational staffing process, describe factors affecting staffing

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Definition of staffing**Objectives of staffing**Staffing process(recruitment,selection,inductions and scheduling)**Factors affecting staffing* | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignm* | *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…………………….

**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

 **CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **UNIT**: ORGANIZATION OF HEALTHCARE SERVICES **TOPIC:** STAFFING

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, describe scheduling and different types of scheduling

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Define scheduling**Scheduling procedures**Types of scheduling* | *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* |
| Schemarefinement | *Evaluation of* *Students understanding**Provision of assignment* | *Lecture**Classroom discussion* | *Lecturing asking questions**Giving assignm* | *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…………………….

**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

 **CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **UNIT 3**: HUMAN RESOURCE MANAGEMENT. **TOPIC:** HUMAN RESOURCE FOR HEALTH MANAGEMENT

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, describe the importance of human resource management

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the unit**Introduction to the topic* | *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* |
| SchemaConstruction | *Introduction and definition of human resource management concepts**Staff development**Objective of human resource management* | *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* |
| Schemarefinement | *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…………………….

**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

 **CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **UNIT**: HUMAN RESOURCE MANAGEMENT. **TOPIC:** HUMAN RESOURCE MANAGEMENT PROCESS

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, explain human resource planning

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Define the techniques recquired for HRM**Human resource planning**Principle of effective resource plan**Recruitment process**Approaches to training and development**Deployment*  | *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**Tappen.R.M(2001)* | *1 hr 40 min* | *Done* |
| Schemarefinement | *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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**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

 **CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **UNIT**: HUMAN RESOURCE MANAGEMENT. **TOPIC:** PERFORMANCE MANAGEMENT

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, describe performance management and motivation at work

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Define performance management**Roles of managers**Process of motivation at work**Steps in motivation and supportive motivation**Staff coaching* | *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* |
| Schemarefinement | *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 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **UNIT**: HUMAN RESOURCE MANAGEMENT. **TOPIC:** CONFLICT AND CONFLICT RESOLUTION

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, explain conflict and conflict resolutions

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Define onflicts**Types of conflict**Causes of conflicts**Conflicts resolution methods**Effects of conflicts* | *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* |
| Schemarefinement | *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* |

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 **CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **UNIT**: HUMAN RESOURCE MANAGEMENT. **TOPIC:**

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, describe performance appraisals

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Definition of performance appraisals**Purpose of performance appraisals**Types of appraisals**Appraisal process, appraisal methods and problems* | *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* |
| Schemarefinement | *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* |

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**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

 **CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **UNIT**: CHANGE AND CHANGE MANAGEMENT. **TOPIC:** CHANGE AND CHANGE MANAGEMENT

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, explain the concept of change, analyze the process of managing change, identify reasons for resistance to change and how to overcome it.

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Explain the concept of change,**Analyze the process of managing change**Identify reasons for resistance to change and how to overcome it* | *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* |
| Schemarefinement | *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* |

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**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

 **CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **UNIT**: CHANGE AND CHANGE MANAGEMENT. **TOPIC:** TEAM LEADERSHIP

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, Explain the concept of team leadership, differentiate groups from team and explain team building process

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Define team leadership**Differentiate between groups and team**Group and team process**Characteristics of effective team**Component of successful team**Common barriers to inter-ptofesional collaborations* | *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* |
| Schemarefinement | *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* |

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 **CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **UNIT**: CHANGE AND CHANGE MANAGEMENT. **TOPIC:** DELEGATING AND DECISION MAKING

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to define delegation and decision making, explaining delegating and the process of delegating, describe the difficulties of delegating and how to overcome them, discuss decision making process

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Definition of decision making, rational decision making, definition of delegation, principle of effective delegations**Delegation process, benefit and problems of delegations, centralization and decentralization*  | *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* |
| Schemarefinement | *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* |

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 **CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **UNIT**: CHANGE AND CHANGE MANAGEMENT. **TOPIC:** MANAGING MATERIAL AND TIME

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, Explain demand estimation and procurement, describe the role of the nurse manager in inventory control, identify time eaters, and describe the principle of time management

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Definition of material and management**Time management skills**Principles of management* | *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* |
| Schemarefinement | *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* |

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 **CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2021 DATE: TIME:

**SUBJECT:** HEALTH SYSTEM MANAGEMENT I **UNIT**: CHANGE AND CHANGE MANAGEMENT. **TOPIC:** COMMODITY AND SUPPLIES MANAGEMENT

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, Explain demand estimation and procurement, describe the commodity management cycle, procurement and its cycle

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *Climate setting**Introduction to the topic* | *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* |
| SchemaConstruction | *Definition of commodity and supplies management**Commodity management cycle**procurement**The cycle and method of procurement* | *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* |
| Schemarefinement | *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* |

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