**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 | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *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* |
| SchemaConstruction | *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* |
| 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…………………….

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 **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 | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *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* |
| SchemaConstruction | *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* |
| 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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 **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 | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *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* |
| SchemaConstruction | *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* |
| 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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**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 | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *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* |
| SchemaConstruction | *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* |
| 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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**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 | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *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* |
| SchemaConstruction | *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* |
| 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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**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 | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *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* |
| SchemaConstruction | *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* |
| 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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**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 | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *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* |
| SchemaConstruction | *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* |
| 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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 **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 | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *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* |
| SchemaConstruction | *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* |
| 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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 **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 | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *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* |
| SchemaConstruction | *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* |
| 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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**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

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| INSTRUCTIONAL APPROACH | SPECIFICOBJECTIVES | TEACHING METHOD | TEACHER’SACTIVITY | LEARNER’SACTIVITY | INSTRUCTIONALMEDIA | REFERRENCE | TIME | REMARKS |
| SchemaActivation | *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* |
| SchemaConstruction | *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* |
| 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…………………….