**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:** SURGERY I **UNIT**: **Introduction to surgery**. **TOPIC:**  **Introduction to surgery**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, Define surgical terminologies, Classify surgical conditions, Clerk a surgical patient appropriately, Identify medical conditions that affect surgical treatment

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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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Definition of surgery*  *Classify types of surgery*  *Classify surgical conditions* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Introduction to surgery**. **TOPIC:** terminologies

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, define and explain surgical terminologies

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Define surgical terminologies*  *Identify the main surgical devision* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Introduction to surgery**. **TOPIC:**  classification of surgical conditions

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, appropriately classify surgical conditions

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Emergency surgical conditions*  *Urgent surgical conditions*  *Elective surgical conditions* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Introduction to surgery**. **TOPIC:**  clerkship

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, clerk a surgical patient appropriately

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Steps in surgical clerkship*  *Surgical examination* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Introduction to surgery**. **TOPIC:**  medical conditions that affect surgical treatment

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, identify medical condition that affect surgical treatment

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Introduction*  *{DM,abaemia,haemoglobinopathies*  *,bleeding disorders,varicose vein,*  *leg swelling.dvt,hypertension,jaundice,*  *obesity,thyrotoxicosis,*  *hypothyroidism,arrhythmiasis,adrenal insufficiency,cushing syndrome}* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Introduction to Orthopaedics and Traumatology TOPIC:**  **Introduction to Orthopaedics**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, **Clerk an orthopaedic or trauma patient appropriately, Apply the principles of management of orthopaedics. Classify fractures and outline their clinical and radiological features, Apply the principles of fracture management in trauma patients, Manage open fractures, Identify complications of fractures, Demonstrate understanding of special features of fractures in children, Manage joint injuries**

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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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Introduction to orthopaedic,diagnosis and management of orthopaedic conditions*  *Pathology of fructures*  *Fructures healing*  *Principle of fracture management,complications* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Introduction to Orthopaedics and Traumatology TOPIC:** diagnosis and management of orthopaedic disorders

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, Clerk an orthopaedic or trauma patient appropriately, Apply the principles of management of orthopaedics

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Diagnosis of orthopedics disorders*  *History and clinical examination*  *Investigation and management* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Introduction to Orthopaedics and Traumatology TOPIC:**  Classification

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, classify treatment method of orthopedics conditions

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Classification of treatment method of orthopedics conditions* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Introduction to Orthopaedics and Traumatology TOPIC:**  pathology of fractures and fracture healing

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, Classify fractures and outline their clinical and radiological features

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Definition of fracture*  *Classification of fracture*  *Patterns of fractures*  *Healing of fractures* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Introduction to Orthopaedics and Traumatology TOPIC:**   principles of fracture management

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, Apply the principles of fracture management in trauma patients

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Outline the steps in the initial management of a patient with fracture.*  *Outline the priorities of management of a patient with multiple injuries*  *Discuss the three fundamental principles of fracture treatment: Reduction;Immobilization; and Rehabilitation* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Introduction to Orthopaedics and Traumatology TOPIC:**  complications of fractures

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, Manage open fractures, Identify complications of fractures

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Definition of open fracture*  *Treatment of open fracture*  *Principles of treatment*  *Complications of fractures* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Introduction to Orthopaedics and Traumatology TOPIC:**  special features of fractures in children,

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, Demonstrate understanding of special features of fractures in children

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Injuries involving the growth palate*  *Salter-harris classification*  *Special features of fracture n children* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Introduction to Orthopaedics and Traumatology TOPIC:**  joint injuries

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, Manage joint injuries

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Joint injuries*  *Symptoms of joint injuries*  *Sprain,strain,rapture*  *Strained ligament*  *Dislocation and subluxation* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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 2020 **DATE:** …. ………… **TIME**: ………………….

**SUBJECT:** SURGERY I **UNIT**: **Pre and Post-operative Surgical Care;**  **TOPIC:** Intro To **Pre and Post-operative Surgical Care**

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, Outline pre-operative care of a surgical patient, Highlight common problems affecting patients’ fitness for operation. Make pre-operative orders and take informed consent. Outline the post-operative care of a surgical patient.

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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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Introduction to pre-operative and postoperative*  *Specific factors affecting operative risk* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Pre and Post-operative Surgical Care;**  **TOPIC:** pre and post-operative care of surgical patient

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, Outline pre-operative care of a surgical patient, Highlight common problems affecting patients’ fitness for operation. Make pre-operative orders and take informed consent. Outline the post-operative care of a surgical patient.

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Pre-operative orders*  *pre-operative note and post-management*  *post-operative complication* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Pre and Post-operative Surgical Care;**  **TOPIC:** types of anaesthesia

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, Outline pre-operative care of a surgical patient, Highlight common problems affecting patients’ fitness for operation. Make pre-operative orders and take informed consent. Outline the post-operative care of a surgical patient

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Classification of anaesthesia*  *Different types of systemic anesthesia*  *What to consider while selecting anae.* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Pre and Post-operative Surgical Care;**  **TOPIC:** care of the airway

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, , Outline pre-operative care of a surgical patient, Highlight common problems affecting patients’ fitness for operation. Make pre-operative orders and take informed consent. Outline the post-operative care of a surgical patient

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Describe the difficult airway kit snd its content including the procedure for cricothyroidotomy, the LMA,combute, light wand,transtracheal jet ventilation.* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Soft Tissue Conditions;** **TOPIC:**  burns

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, State the predisposing factors to burns, Outline the mechanisms of causation of burn injuries, Highlight the  pathophysiology of burn injury, Classify burns according to depth, Outline the clinical features of burns, Determine the severity of burn injury, Assess the surface area and the depth of burns.

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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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Definition of burns,*  *Predisposing factors*  *Mechanism of injury*  *Classification of injuries*  *General principles of management of chem. Burn pathophysiology* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Soft Tissue Conditions;** **TOPIC:** soft tissue infections

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, Define the common soft tissue infections, Explain the pathogenesis of common soft tissue infections, Describe the clinical features of common soft tissue infections, Outline the management of the common soft tissue infections,  State the complications associated with these infections

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *FURUNCLE, CARBUNCLE AND HIDRADENITIS*  *CELLULITIS,PYOMYOSITIS*  *(introduction,pathogenesis,clinical findings,ddx,Rx,complications)* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Soft Tissue Conditions;** **TOPIC:** soft tissue injuries

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, Describe the phases of normal wound healing, Classify types of wound closure and healing, Highlight factors influencing wound healing, Identify the types of wounds

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Define a wound, describe the phase of normal wound healing, classify types of wound closure and healing, highlight factors influencing wound healing, identify the types of wound* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Soft Tissue Conditions;** **TOPIC:** ulcers,

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, understand and explain types of ulcers, definition, predisposing factors and management of ulcers(decubitus sores)

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Definition*  *Predisposing factors*  *Aetiology*  *Mechanism*  *Bacteriology*  *Management and complication* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Chest Conditions;;** **TOPIC:** gangrene

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, understand and explain what is gangrene, pathophysiology, diagnosis and management of gangrene

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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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Definition of gangrene*  *Aetiology of gangrene*  *Clinical features*  *Separation of gangrenes*  *Management and general*  *Principle*  *Diabetic gangrene*  *Gas gangrenes, DDx* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Chest Conditions;;** **TOPIC:** obstruction of the airway,

1. **BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, **Identify and manage obstruction of the airway**

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | ***State the causes***  ***Describe the pathology***  ***Outline the clinical features***  ***state the investigations***  ***State the management*** | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Chest Conditions;;** **TOPIC:** chest injuries, fracture ribs,

1. **BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, **Identify and manage traumatic chest injuries**

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Introduction to chest injuries*  *Fractures of ribs*  *Clinical features*  *Investigation*  *treatment* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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 2020 **DATE:** …. ………… **TIME**: ………………….

**SUBJECT:** SURGERY I **UNIT**: **Chest Conditions;;** **TOPIC:**  chest injuries; flail chest,

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, **Identify and manage traumatic chest injuries**

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Definition of flail chest*  *Pathology*  *Clinical features*  *Investigation*  *treatment* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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 2020 **DATE:** …. ………… **TIME**: ………………….

**SUBJECT:** SURGERY I **UNIT**: **Chest Conditions;;** **TOPIC:** Chest injuries; pneumothorax

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, **Identify and manage traumatic chest injuries**

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Definition pneumothorax*  *Classification*  *Spontaneous pneumothorax*  *Traumatic pneumothorax*  *Tension pneumothorax*  *haemothorax* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Chest Conditions;;** **TOPIC:** cardiac tamponade,

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, **Identify and manage traumatic chest injuries**

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Definition of cardiac tamponed*  *Causes, pathology,*  *Clinical features,*  *Investigations*  *management* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Chest Conditions;;** **TOPIC:** surgical emphysema

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, **Identify and manage traumatic chest injuries** {surgical emphysema}

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Definition*  *General consideration*  *Causes, clinical features*  *And management* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Chest Conditions;;** **TOPIC:** lung tumours

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, **Identify and manage lung tumours**

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *Classification of lung tumors*  *Aetiological factors of lung cancer*  *Pathology of lung cancer, investigation and management* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *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:** SURGERY I **UNIT**: **Chest Conditions;;** **TOPIC:** breast conditions

**BROAD OBJECTIVE:** By the end of this lesson the learner should be able to, **Take a comprehensive history of a patient with a breast condition, Demonstrate understanding of breast examination techniques, Outline the types of nipple discharges, state the investigations for breast conditions, Describe presentation and management of mastitis, Describe benign breast swellings, Describe the predisposing factors, clinical features, and management of carcinoma of the breast.**

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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 lesson, Recap on the already done part*  *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* | *Atingà, J. E., Mutiso, V. M., & Otsyeno, F. M. (2014). AORF Text Book of Orthopaedics. Nairobi: Acrodile Publishing.* | *5 min* | *Done* |
| Schema  Construction | *History taking*  *Breast examination*  *Types of nipple discharges*  *Investigation*  *Mastitis*  *Benin breast swelling,carcinoma of the breast* | *Lectures tutorials*  *Class room discussion* | *Lecturing*  *Asking questions*  *Giving answers* | *Taking notes and listening*  *Answering and asking questions* | *White board*  *Marker pen*  *Projectors*  *Pen*  *Lecture notes* | *Burkitt, H. G., Quick, C. R., & Reed, J. B. (2014). Essential Surgery - Problems, Diagnosis and Management. London: Churchill Livingstone, ELSEVIER.* | *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* | *Ebnezar, J. R. (2016). Textbook of Orthopedics. New Delhi: Ansari.* | *10 min* | *done* |

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

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

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