**KENYA MEDICAL TRAINING COLLEGE**

**KMTC QUALITY MANAGEMENT SYSTEM**

**TEACHING AND LEARNING LESSON DESIGN PLAN**

**CAMPUS:** Voi **TARGET**: Clinical Medicine CLASS: March 2020 **DATE:** 9th March 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Gastrointestinal conditions**. **TOPIC:**  **Disorders of the Oesophagus**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the anatomy and physiology of GIT, outline and manage correctly the disorders of Esophagus, Stomach, and duodenum,

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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* | *Aaron A.R*  *Tobian M.D*  *Serwadda, Quinn.Kigozi, Atingà* | *5 min* | *Done* |
| Schema  Construction | *Definition of GIT*  *Esophagus,*  *Esophagus cancer*  *Tracheosophageal fistula* | *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:** 10th March 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Gastrointestinal conditions**. **TOPIC:**  **Upper GIT bleeding**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the pathophysiology of upper abdominal bleeding, and describe the causes, d9ifferential diagnosis and management of upper abdominal bleeding

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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 | *Upper bleeding*  *Causes,*  *Management*  *Differential diagnosis* | *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:** 16th March 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Gastrointestinal conditions**. **TOPIC:**  **Disorders of the stomach and duodenum**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the anatomy and physiology of GIT, outline and manage correctly the disorders of Esophagus, Stomach, and duodenum,

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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* | *Aaron A.R*  *Tobian M.D*  *Serwadda, Quinn.Kigozi, Atingà* | *5 min* | *Done* |
| Schema  Construction | *Definition of GIT*  *Oesophagus, Stomach and duodenum disorders*  *Abdominal pain*  *Abdominal trauma* | *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:** 17th March 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Gastrointestinal conditions and abdominal conditions**. **TOPIC: Disorders of the stomach and duodenum**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the anatomy and physiology of GIT, outline and manage correctly the disorders of Esophagus, Stomach, and duodenum,

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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 | *Outline of the abdominal injuries*  *Gastric carcinoma* | *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:** 23rd March 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Gastrointestinal conditions and abdominal conditions**. **TOPIC: Disorders of the lower GIT**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the anatomy and physiology of lower GIT, outline and manage correctly the disorders of lower GIT

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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 | *Describe the disorders of lower GIT*  *Intestinal obstructions*  *ileostomies* | *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:** 24th March 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Gastrointestinal conditions and abdominal conditions**. **TOPIC: Disorders of the lower GIT**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the anatomy and physiology of lower GIT, outline and manage correctly the disorders of lower GIT

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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 | *Describe and manage sigmoid volvulus, colostomy and care of colostomy*  *Colorectal cancer* | *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:** 30th March 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Gastrointestinal conditions and abdominal conditions**. **TOPIC: Disorders of the lower GIT**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the anatomy and physiology of lower GIT, outline and manage correctly the disorders of lower GIT

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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 | *Ano-rectal conditions*  *Ano-rectal abscess*  *Ano-rectal malfunction* | *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:** 31st March 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Gastrointestinal conditions and abdominal conditions**. **TOPIC: Hernias**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the pathophysiology of hernia, outline and manage correctly the various types of hernia

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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 | *Types of hernias*  *Classification of hernias*  *Pathophysiology and management of hernias* | *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:** 6th April 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Gastrointestinal conditions and abdominal conditions**. **TOPIC: Hepatobilliary disorders**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the pathophysiology of hepatobiliary, outline and manage correctly the various the disorders

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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 | *Acute pancreatitis*  *Cholestitis* | *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:** 7th April 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Gastrointestinal conditions and abdominal conditions**. **TOPIC: Hepatobilliary disorders**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the pathophysiology of hepatobiliary, outline and manage correctly the various the disorders

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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 | *Hepatobiliary disorders*  *Peritoneal adhesion* | *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:** 13th April 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Orthopaedic**. **TOPIC: Deformities**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the pathophysiology of orthopedic deformities, outline and manage correctly the various types of deformities

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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 | *Types of orthopedic deformities*  *Congenital deformities*  *Acquired deformities* | *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:** 14th April 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Orthopaedic**. **TOPIC: Inflammatory lesions of soft tissues**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the pathophysiology of inflammatory lesions of soft tissues, outline and manage correctly the various types of deformities

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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 | *Bursitis*  *Irritative bursitis* | *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:** 20th April 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Orthopaedic**. **TOPIC: Tumours of soft tissues**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the pathophysiology of tumors of soft tissues, outline and manage correctly the various types of tumors of soft tissues

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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 | *Neurofibroma*  *lipoma* | *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:** 21st April 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Orthopaedic**. **TOPIC: Tumours of soft tissues**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the pathophysiology of tumors of soft tissues, outline and manage correctly the various types of tumors of soft tissues

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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 | *Haemongioma*  *Liposarcoma*  *Rabdo myosacoma* | *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:** 27th April 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Orthopaedic**. **TOPIC: Tumours of bones**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the pathophysiology of tumors of bones, outline and manage correctly the various types of tumors of bones.

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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 | *Types of bone tumors*  *Classification of tumors*  *Benign and malignant tumor* | *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:** 28th April 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Orthopaedic**. **TOPIC: Infections of bones**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the pathophysiology of infections of bones, outline and manage correctly the various types of infections of bones.

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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 | *Classification of infections of bone*  *Osteoporosis*  *osteomyelitis* | *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:** 4th May 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Orthopaedic**. **TOPIC: Arthritis**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the pathophysiology of Arthritis, outline and manage correctly the various types of Arthritis.

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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 | *Degenerative bone disorders*  *Gout and rheumatoid arthritis* | *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:** 5th May 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Injuries of lower and upper limb**  **TOPIC: Fracture of upper limbs**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the pathophysiology of fracture of lower limbs, outline and manage correctly the various types of the 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 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 | *Types of fractures of upper limbs*  *Fracture of the clavicles*  *Fracture of the humerous* | *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:** 18th May 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Injuries of lower and upper limb**  **TOPIC: Fractures and dislocations of upper limbs**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the pathophysiology of dislocations and fractures of lower limbs, outline and manage correctly the various types of the 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 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 | *Types of dislocations*  *Anterior, posterior and central shoulder dislocations*  *Dislocation of the elbow* | *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:**19th. May 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Injuries of lower and upper limb**  **TOPIC: Pelvic and hip joints injuries**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the mechanism of **Pelvic and hip joints injuries**, outline and manage correctly the various types of the 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 | *Types of dislocations*  *Anterior, posterior and central hip joint dislocations* | *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:**25th. May 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Injuries of lower and upper limb**  **TOPIC: Pelvic fractures**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the mechanism of **Pelvic fractures**, outline and manage correctly the various types of the 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 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 | *Pelvic fractures*  *-pubic rami fractures*  *-ischia fractures*  *-acetabulum fractures-coccygeal fractures-sacral and ilial 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:**26th. May 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Injuries of lower and upper limb**  **TOPIC: Fractures of tibia, fibula and ankle joint**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the mechanism of **Fractures of tibia, fibula and ankle joint**, outline and manage correctly the various types of **Fractures of tibia, fibula and ankle joint**

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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 | *Fractures of proximal, middle and distal 3rd tibia and fibula*  *Fractures of middle and distal 3rd ankle joint* | *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:**2nd June 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Minor surgical procedures**  **TOPIC: surgical instruments, wound closure and toilets, sutury**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, successfully perform minor surgery

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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 | *Types of minor surgery*  *Types of surgical instruments*  *Incision and drainage, wound closure, catheterization* | *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:**8th June 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Voluntary male medical circumcision TOPIC: concept and principles of VMMC**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the concept and principles of VMMC

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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 | *Comprehensive male adolescents and adult health services*  *Commodities used in male medical circumcision*  *Documentation in circumcision* | *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:**9th June 22 **TIME**: ………………….

**SUBJECT:** SURGERY II **UNIT**: **Voluntary male medical circumcision TOPIC: principles of infection prevention and control in VMMC**

**UNIT OBJECTIVE:** By the end of this lesson the learner should be able to, understand the concept and principles of infection prevention and control VMMC

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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 | *Education and counseling of clients*  *Procedures for infants*  *Adolescent and adult post procedure care* | *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…………………….