



Course Syllabus

A. COURSE INFORMATION AND TEACHING STAFF

1. Course	Name	ADULT MEDICAL SURGICAL NURSING II THEORY						
	Code	170112200						
	Activity	Lecture						
	Credit hours	4						
	Semester	Fall 2024/2025						
	Pre-requisite	170111290 FIRST AID AND BASIC LIFE SUPPORT, 170111510 FUNDAMENTALS AND HEALTH ASSESSMENT NURSING THEORY, 170112190 ADULT MEDICAL SURGICAL NURSING I THEORY, 170112270 ADULT MEDICAL SURGICAL NURSING III THEORY						
2. Teaching staff, time and location	Section	Building	Room	Day	Time	Instructor	Office hours	
	2	AMS-B	107	M W	13:30-15:10	Dr.Bahaeddin Mohammad Aref Hammad bahaa.hammad@aaup.edu	N 08:00 - 09:50 M 12:30 - 13:50	

B. COURSE POLICIES

1. Commitment and Attendance	<p>Attendance is required; and university regulations in this regard are strictly applied. It is important to note the following:</p> <ol style="list-style-type: none"> <li>The student is expected to follow all announcements issued by the university, faculty, department as well as the course instructor through the official channels. It is the student's full responsibility to get aware of these announcements and to react accordingly.</li> <li>The student has to communicate electronically with the course instructor, whenever needed, through the official channels exclusively which are limited to the AAUP email and Moodle messages only.</li> <li>The student is expected to attend all classes* and to arrive at classroom on time.</li> <li>If the instructor is late for class, the student must wait for at least 10 minutes before leaving the classroom.</li> <li>Absence by more than 25% of classes leads to an automatic withdrawal from the course (the grade W is assigned).</li> </ol>
2. Performance of assessment activities	<p>The student must perform all course assessment activities, i.e. assignments, quizzes, exams etc. It is important to note the following:</p> <ol style="list-style-type: none"> <li>Absence from an exam or a quiz other than the final exam leads to a zero mark in that exam or quiz. An exception allowing a makeup is made for a student submitting a legitimate excuse that is accepted by the instructor in a timely manner.</li> <li>Absence from the final exam leads to an FA grade that eventually turns to an F grade. An exception allowing a makeup exam is made if the student submits an official excuse that is accepted by the Academic Affairs in compliance with the university regulations.</li> </ol>

**Course Syllabus**

3. Academic Integrity	The student is expected to be honest during the performance of assessment activities. While not limited to the list below, the following actions are examples of cheating:	
	<ol style="list-style-type: none"> <li>1. Copying from other students.</li> <li>2. Using materials that are not authorized by the proctor during quizzes or exams.</li> <li>3. Collaborating with other students during quizzes or exams.</li> <li>4. Stealing or buying the content of exams, quizzes, and assignments.</li> <li>5. Stealing ideas and work of others and presenting them as that of the student</li> </ol>	
4. Grading	The university uses the letter grading system. It is important to note the following: <ol style="list-style-type: none"> <li>1. The passing grade is D, and the corresponding score (out of 100) is determined at the end of the semester.</li> <li>2. At the end of the semester, the scale of scores is determined by converting each</li> </ol>	
5. Learning and teaching methods	Lectures	Class sessions involve lectures, video shows, case studies, discussions, debates, and power-point presentations on topics and current issues related to the course contents.
	Readings	This must be a key responsibility to each student. Students should read the relevant parts of the textbook and other materials before class. They should be prepared to raise questions and to get engaged in arguments on related topics in the class schedule.
	In class learning activities	Students are encouraged to learn actively individually and cooperatively in groups. Students are expected to engage with the material, participate in the class, and collaborate with each other. Students will be asked to analyze an argument, demonstrate role play, discuss case studies, make presentations, or apply a concept to a real-world situation.
	Outside class learning activities	The course instructor assigns projects and home assignments to students individually or in groups.
	Online learning	Online learning platforms are utilized to provide students with additional resources as well as a continuous access to the course material beyond the classroom.

**C. COURSE DETAILS**

1. Course description & purpose		
2. Course learning outcomes (CLOs)		Upon the completion of the course, students will be able to achieve the following learning outcomes:
	CLO1	<b>Define</b> and explain the pathophysiology, clinical manifestations, and nursing interventions for common medical-surgical conditions.
	CLO2	<b>Apply</b> evidence-based nursing principles to assess, plan, and implement care strategies for patients with acute and chronic medical-surgical conditions.
	CLO3	<b>Analyze</b> patient data to prioritize nursing interventions and collaborate with interdisciplinary teams to develop individualized care plans for complex medical-surgical cases.

Course Syllabus

3. Assessments	Assessment tool	Weight %	CLOs	Due week
	Quiz		1,2,3	
	Quiz	5%	1,2,3	4
	Mid. Term	35%	1,2,3	8
	Assignment	10%	1,2,3	12
	Final Exam	50%	1,2,3	16
	<b>Total</b>	<b>100%</b>		

null

4. CLOs assessment	Outcomes	CLO 1	CLO 2	CLO 3
	1 - Quiz	✓	✓	✓
	2 - Quiz	✓	✓	✓
	3 - Mid. Term	✓	✓	✓
	4 - Assignment	✓	✓	✓
	5 - Final Exam	✓	✓	✓

## Course Syllabus

5. Course schedule	Week	Topics	Study material	Assignment	CLOs
	1	introduction to course Care of Preoperative Patients	Medical-Surgical Nursing: Concepts for interprofessional collaborative care (Ignatavicius 9th ed, 2018): Chapter 14 pp. 543-580.		1,2,3
	2	Care of Intraoperative Patients	Medical-Surgical Nursing: Concepts for interprofessional collaborative care (Ignatavicius 9th ed, 2018): Chapter 15. pp. 581-613.		1,2,3
	3	Care of Postoperative Patients	Medical-Surgical Nursing: Concepts for interprofessional collaborative care (Ignatavicius 9th ed, 2018): Chapter 16. pp. 614-649.		1,2,3
	4	Assessment of the Gastrointestinal System <ul style="list-style-type: none"> <li>• Assessment: patient history</li> <li>• Physical assessment</li> <li>• Psychosocial Assessment</li> <li>• Diagnostic Assessment</li> </ul>	Medical-Surgical Nursing: Concepts for interprofessional collaborative care (Ignatavicius 9th ed, 2018): Chapter 52. pp. 2102-2126.		1,2,3
	4	Quiz	The quiz topics, date, and time will be announced during class sessions.		
	5	Care of Patients With Oral Cavity Problems <ul style="list-style-type: none"> <li>• Stomatitis</li> <li>• Oral Cavity Disorders: Leukoplakia, Erythroplakia</li> <li>• Disorders of the Salivary Glands: Acute Sialadenitis</li> </ul>	Medical-Surgical Nursing: Concepts for interprofessional collaborative care (Ignatavicius 9th ed, 2018): Chapter 53. pp. 2127-2152.		1,2,3

## Course Syllabus

5. Course schedule	Week	Topics	Study material	Assignment	CLOs
	6	Care of Patients With Esophageal Problems • Gastroesophageal Reflux Disease (GERD) • Hiatal Hernias • Esophageal Diverticula	Medical-Surgical Nursing: Concepts for interprofessional collaborative care (Ignatavicius 9th ed, 2018): Chapter 54. pp. 2153-2185.		1,2,3
	7	Care of Patients With Stomach Disorders • Gastritis • Peptic Ulcer Disease	Medical-Surgical Nursing: Concepts for interprofessional collaborative care (Ignatavicius 9th ed, 2018): Chapter 55. pp. 2186-2219.		1,2,3
	8	Care of Patients with Noninflammatory Intestinal Disorders • Intestinal Obstruction • Polyps • Colorectal Cancer (ostomy & ileostomy)	Medical-Surgical Nursing: Concepts for interprofessional collaborative care (Ignatavicius 9th ed, 2018): Chapter 56. pp. 2221-2268.		1,2,3
	8	Mid. Term	The material covered on the midterm exam will be specified during class sessions.		
	9	Care of Patients with Noninflammatory Intestinal Disorders • Irritable Bowel Syndrome • Herniation • Hemorrhoids	Medical-Surgical Nursing: Concepts for interprofessional collaborative care (Ignatavicius 9th ed, 2018): Chapter 56. pp. 2221-2268.		1,2,3
	10	Care of Patients with Inflammatory Intestinal Disorders • Acute Inflammatory Bowel Disorders: Peritonitis, Appendicitis, Gastroenteritis.	Medical-Surgical Nursing: Concepts for interprofessional collaborative care (Ignatavicius 9th ed, 2018): Chapter 57. pp. 2229-2316.		1,2,3

Course Syllabus

5. Course schedule	Week	Topics	Study material	Assignment	CLOs
	11	Care of Patients with Inflammatory Intestinal Disorders <ul style="list-style-type: none"> <li>Chronic Inflammatory Bowel Disease: Ulcerative Colitis, Crohn's Disease, Diverticular Disease, Celiac Disease</li> <li>Anal Disorders: Anorectal Abscess, Anal Fissure, Anal Fistula</li> <li>Parasitic Infection</li> </ul>	Medical-Surgical Nursing: Concepts for interprofessional collaborative care (Ignatavicius 9th ed, 2018): Chapter 57. pp. 2229-2316.		1,2,3
	12	Care of Patients With Malnutrition <ul style="list-style-type: none"> <li>Nutrition Standards for Health Promotion and Maintenance</li> <li>Malnutrition</li> <li>Obesity</li> </ul>	Medical-Surgical Nursing: Concepts for interprofessional collaborative care (Ignatavicius 9th ed, 2018): Chapter 60. pp. 2398-2442.		1,2,3
	12	Assignment	The assignment topic will be provided during class sessions.		
	13	Care of Patients With Problems of the Thyroid and Parathyroid Glands <ul style="list-style-type: none"> <li>Thyroid Disorders: Hyperthyroidism, Hypothyroidism</li> <li>Thyroiditis</li> <li>Thyroid Cancer</li> <li>Parathyroid Disorders: Hypoparathyroidism, Hyperparathyroidism</li> </ul>	Medical-Surgical Nursing: Concepts for interprofessional collaborative care (Ignatavicius 9th ed, 2018): Chapter 61. pp. 2501-2534.		1,2,3
	14	Care of Patients With Diabetes Mellitus Diabetes Mellitus	Medical-Surgical Nursing: Concepts for interprofessional collaborative care (Ignatavicius 9th ed, 2018): Chapter 64. pp.2537-2605.		1,2,3
	15	Care of Patients With Diabetes Mellitus Diabetes Mellitus: complications	Medical-Surgical Nursing: Concepts for interprofessional collaborative care (Ignatavicius 9th ed, 2018): Chapter Chapter 64. pp. 2537-2605.		1,2,3

**Course Syllabus**

Week	Topics	Study material	Assignment	CLOs
5. Course schedule	16	Final Exam		
		All Chapters: The topics covered in the final exam will be announced during class sessions.		

**D. COURSE MATERIAL**

1. Textbook	1. Ignatavicius, D.D., Workman, M.L. & Rebar, C.R. (2018). Medical-Surgical Nursing: Concepts for interprofessional collaborative care (9th ed.), St. Louis, MI; Elsevier.
2. Reference material	1. Ignatavicius, D.D., Workman, M.L., Rebar, C.R. & Heimgartner, N.M. (2021). Medical-Surgical Nursing: Concepts for interprofessional collaborative care (9th ed.), St. Louis, MI; Elsevier. 2. Berman, A. Snyder, S. & Frandsen, G (2020). Kozier & Erb's Fundamentals of Nursing: Concepts, process and practice (11th ed.). Edinburgh, US; Pearson Education Ltd. 3. Comerford, K. (Ed.) (2021). Nursing Drug Handbook. Philadelphia, PA: Wolters
3. Internet resources	<p><a href="https://www.medscape.com">https://www.medscape.com</a><a href="https://www.mpdia.com/nursing-notes/medical-surgical-nursing-notes">https://www.mpdia.com/nursing-notes/medical-surgical-nursing-notes</a><a href="https://meded.ucsd.edu/clinicalmed/">https://meded.ucsd.edu/clinicalmed/</a><a href="https://www.studocu.com/en/u/1028287">https://www.studocu.com/en/u/1028287</a><a href="http://gsm.utmck.edu/surgery/documents/FluidsElectrolytesandAcid-BaseBalance.pdf">http://gsm.utmck.edu/surgery/documents/FluidsElectrolytesandAcid-BaseBalance.pdf</a><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5087766/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5087766/</a><a href="https://www.cdc.gov/stroke/types_of_stroke.htm">https://www.cdc.gov/stroke/types_of_stroke.htm</a><a href="https://integrisok.com/-/media/pdf/stroke/2018/summers.ashx?revision=4b61f3c4-d275-42d7-84d7-683b7a1475fa&amp;la=en&amp;hash=486A60B7C6D1197F25E6D9332FEC71B0A81C9713">https://integrisok.com/-/media/pdf/stroke/2018/summers.ashx?revision=4b61f3c4-d275-42d7-84d7-683b7a1475fa&amp;la=en&amp;hash=486A60B7C6D1197F25E6D9332FEC71B0A81C9713</a><a href="https://www.brainfacts.org/diseases-and-disorders/neurological-disorders-az">https://www.brainfacts.org/diseases-and-disorders/neurological-disorders-az</a><a href="https://rheum.ca/wp-content/uploads/2017/11/The_Musculoskeletal_Screening_Examination_Booklet.pdf">https://rheum.ca/wp-content/uploads/2017/11/The_Musculoskeletal_Screening_Examination_Booklet.pdf</a><a href="https://rarediseases.info.nih.gov/diseases/diseases-by-category/15/musculoskeletal-diseases">https://rarediseases.info.nih.gov/diseases/diseases-by-category/15/musculoskeletal-diseases</a><a href="https://www.cppe.ac.uk/learningdocuments/pdfs/dermatology.pdf">https://www.cppe.ac.uk/learningdocuments/pdfs/dermatology.pdf</a><a href="https://www.derm101.com/core-resources/a-clinical-atlas-of-101-common-skin-diseases/">https://www.derm101.com/core-resources/a-clinical-atlas-of-101-common-skin-diseases/</a><a href="https://meded.ucsd.edu/clinicalmed/pe_eyeexam.pdf">https://meded.ucsd.edu/clinicalmed/pe_eyeexam.pdf</a><a href="https://www.aao.org/eye-health/a-z">https://www.aao.org/eye-health/a-z</a><a href="https://www.racgp.org.au/afpbbackissues/2005/200510/200510chang.pdf">https://www.racgp.org.au/afpbbackissues/2005/200510/200510chang.pdf</a><a href="https://www.who.int/occupational_health/publications/noise3.pdf">https://www.who.int/occupational_health/publications/noise3.pdf</a><a href="https://www.sahealth.sa.gov.au/wps/wcm/connect/2425ea004fe339d1977bb703541ce8ed/Infection-control-management-of-infectious-diseases-v2.6-cdcb-ics-20190412.pdf?MOD=AJPERES&amp;CACHEID=ROOTWORKSPACE-2425ea004fe339d1977bb703541ce8ed-mMFPMCe">https://www.sahealth.sa.gov.au/wps/wcm/connect/2425ea004fe339d1977bb703541ce8ed/Infection-control-management-of-infectious-diseases-v2.6-cdcb-ics-20190412.pdf?MOD=AJPERES&amp;CACHEID=ROOTWORKSPACE-2425ea004fe339d1977bb703541ce8ed-mMFPMCe</a><a href="https://www.cdc.gov/">https://www.cdc.gov/</a>Lippincott's Online Course for Medical-Surgical Nursing. Philadelphia. Wolters Kluwer Health/Lippincott Williams &amp; Wilkins, 2010 <a href="#">Chronic Obstructive Pulmonary Disease and Emphysema</a> <a href="#">American Association for Respiratory Care - AARC</a>. <a href="#">Guideline for Preventing Healthcare-Associated Pneumonia</a> <a href="#">Society of Uroradiology</a>. <a href="#">American Association of Diabetes Educators</a> <a href="#">ABC of diseases of liver, pancreas, and biliary system</a>: Portal hypertension-1: varices</p>