



全国中医药行业高等教育“**十二五**”规划教材



全国高等中医药院校规划教材(第九版)

# 护理专业英语

供护理学专业用

主 编 © 刘红霞



全国百佳图书出版单位

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（第二版）

（供护理学专业用）

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## 全国高等中医药院校规划教材（第九版）

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# 前 言

全国中医药行业高等教育“十二五”规划教材是为贯彻落实《国家中长期教育改革和发展规划纲要（2010-2020年）》、《教育部关于“十二五”普通高等教育本科教材建设的若干意见》和《中医药事业发展“十二五”规划》，依据行业人才需求和全国各高等中医药院校教育教学改革新发展，在国家中医药管理局人事教育司的主持下，由国家中医药管理局教材办公室、全国中医药高等教育学会教材建设研究会在总结历版中医药行业教材特别是新世纪全国高等中医药院校规划教材建设经验的基础上，进行统一规划建设的。鉴于由中医药行业主管部门主持编写的全国高等中医药院校规划教材目前已出版八版，为便于了解其历史沿革，同时体现其系统性和传承性，故本套教材又可称“全国高等中医药院校规划教材（第九版）”。

本套教材坚持以育人为本，重视发挥教材在人才培养中的基础性作用，充分展现我国中医药教育、医疗、保健、科研、产业、文化等方面取得的新成就，以期成为符合教育规律和人才成长规律，并具有科学性、先进性、适用性的优秀教材。

本套教材具有以下主要特色：

## 1. 继续采用“政府指导，学会主办，院校联办，出版社协办”的运作机制

在规划、出版全国中医药行业高等教育“十五”、“十一五”规划教材时（原称“新世纪全国高等中医药院校规划教材”新一版、新二版，亦称第七版、第八版，均由中国中医药出版社出版），国家中医药管理局制定了“政府指导，学会主办，院校联办，出版社协办”的运作机制，经过两版教材的实践，证明该运作机制符合新时期教育部关于高等教育教材建设的精神，同时也是适应新形势下中医药人才培养需求的更高效的教材建设机制，符合中医药事业培养人才的需要。因此，本套教材仍然坚持这个运作机制并有所创新。

## 2. 整体规划，优化结构，强化特色

此次“十二五”教材建设工作对高等中医药教育3个层次多个专业的必修课程进行了全面规划。本套教材在“十五”、“十一五”优秀教材基础上，进一步优化教材结构，强化特色，重点建设主干基础课程、专业核心课程，加强实验实践类教材建设，推进数字化教材建设。本套教材数量上较第七版、第八版明显增加，专业门类上更加齐全，能完全满足教学需求。

## 3. 充分发挥高等中医药院校在教材建设中的主体作用

全国高等中医药院校既是教材使用单位，又是教材编写工作的承担单位。我们发出关于启动编写“全国中医药行业高等教育‘十二五’规划教材”的通知后，各院校积极响应，教学名师、优秀学科带头人、一线优秀教师积极参加申报，凡被选中参编的教师都以积极热情、严肃认真、高度负责的态度完成了本套教材的编写任务。

## 4. 公开招标，专家评议，健全主编遴选制度

本套教材坚持公开招标、公平竞争、公正遴选主编原则。国家中医药管理局教材办公室和全国中医药高等教育学会教材建设研究会制订了主编遴选评分标准，经过专家评审委员会严格评议，遴选出一批教学名师、高水平专家承担本套教材的主编，同时实行主编负责制，为教材质量提供了可靠保证。

#### 5. 继续发挥执业医师和职称考试的标杆作用

自我国实行中医、中西医结合执业医师准入制度以及全国中医药行业职称考试制度以来，第七版、第八版中医药行业规划教材一直作为考试的蓝本教材，在各种考试中发挥了权威标杆作用。作为国家中医药管理局统一规划实施的第九版行业规划教材，将继续在行业的各种考试中发挥其标杆性作用。

#### 6. 分批进行，注重质量

为保证教材质量，本套教材采取分批启动方式。第一批于2011年4月启动中医学、中药学、针灸推拿学、中西医临床医学、护理学、针刀医学6个本科专业112种规划教材。2012年下半年启动其他专业的教材建设工作。

#### 7. 锤炼精品，改革创新

本套教材着力提高教材质量，努力锤炼精品，在继承与发扬、传统与现代、理论与实践的结合上体现了中医药教材的特色；学科定位准确，理论阐述系统，概念表述规范，结构设计更为合理；教材的科学性、继承性、先进性、启发性及教学适应性较前八版有不同程度提高。同时紧密结合学科专业发展和教育教学改革，更新内容，丰富形式，不断完善，将学科、行业的新知识、新技术、新成果写入教材，形成“十二五”期间反映时代特点、与时俱进的教材体系，确保优质教育资源进课堂，为提高中医药高等教育本科教学质量和人才培养质量提供有力保障。同时，注重教材内容在传授知识的同时，传授获取知识和创造知识的方法。

综上所述，本套教材由国家中医药管理局宏观指导，全国中医药高等教育学会教材建设研究会倾力主办，全国各高等中医药院校高水平专家联合编写，中国中医药出版社积极协办，整个运作机制协调有序，环环紧扣，为整套教材质量的提高提供了保障机制，必将成为“十二五”期间全国高等中医药教育的主流教材，成为提高中医药高等教育教学质量和人才培养质量最权威的教材体系。

本套教材在继承的基础上进行了改革与创新，但在探索的过程中，难免有不足之处，敬请各教学单位、教学人员以及广大学生在使用中发现问题及时提出，以便在重印或再版时予以修正，使教材质量不断提升。

国家中医药管理局教材办公室  
全国中医药高等教育学会教材建设研究会  
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## 编写说明

为适应 21 世纪中医药人才培养的需要,切实提高教学质量,在国家中医药管理局主导下,全国中医药行业高等教育“十二五”规划教材(新三版)的编写工作已经全面展开。作为护理专业本科教材,《护理专业英语》的编写严格按照全国中医药行业高等教育护理学专业培养方案,对专业英语教学的要求进行选材、设计,注意突出趣味性、专业性、实用性和系统性,力求融传授知识、培养技能、提高素质为一体,重视培养学生的评判性思维及终身学习的能力。主要内容是根据护理工作中经常遇到的情况,设置情景对话、专业文章和阅读材料,使学生了解西方国家护理文化及护理理念,掌握护理实践中所需的护理英语词汇、医患沟通交流技巧等,旨在提高学生的专业英语水平和运用能力。另外,设置了两个中医护理英语的单元,突出中医护理特色,弘扬中医传统文化。

教材共设置 17 个单元,每单元为一个护理主题,包含情景对话、专业文章、阅读材料和评判性思维练习四个板块。以患者就诊、入院、住院、出院到家庭和社区为主线,内容涵盖了临床护理实践、护理理论、护理文化和伦理等与护理工作密切相关的知识和技能。在教学内容设计上,注重培养学生听、说、读、写、译的能力。教材还设有附录,包括词汇表、常用医学词根和词缀、常用药物以及 DVD 的字幕等内容。

本教材编写分工如下:第 1 单元由冯先琼编写,第 2 单元由潘兰霞编写,第 3 单元由周云仙编写,第 4 单元由谢东编写,第 5 单元由周芬编写,第 6 单元由魏凯峰编写,第 7 单元由李绵利、孙瑞丽编写,第 8 单元由周云仙编写,第 9 单元由冯先琼编写,第 10 单元由吴丽华编写,第 11 单元由施慧编写,第 12 单元由刘红霞编写,第 13 单元由吴丽华编写,第 14 单元由李绵利编写,第 15 单元由肖文莉编写,第 16 单元由易平编写,第 17 单元由魏凯峰编写。另外,Indiana University Kokomo 护理学院的院长、国际研究部主任 Linda Wallace 博士担任本教材的主审。Wallace 博士从事护理教育工作近 30 年,期间在临床担任过医院护理管理者、重症护士和心血管护士,是多个护理协会委员或会员,长期从事自我效能、国际健康护理和临床教育模式的研究。

本教材附有配套 DVD 光盘,由美国 Indiana University Kokomo School of Nursing, St. Joseph Hospital and Howard Regional Health System 共同参与录制,根据教材所提供的情景,录制了美国医院的真实护理场景,并给予实例讲解什么是好的和不好的护理实践。通过观看配套 DVD 光盘,学生能够学习标准的美式英语口语、了解美国的医院情况和美国的护理情况。

《护理专业英语》编委会

2012 年 12 月

## 目 录

<b>UNIT 1 NURSING TODAY</b> .....	1
<b>DIALOGUE ADVISING A NEW COLLEGE NURSING STUDENT</b> .....	1
<b>TEXT MODERN VIEWS ON NURSING</b> .....	2
<b>READING MATERIALS</b> .....	7
A. COMTEMPORARY PROFESSIONAL NURSING .....	7
B. NURSING EDUCATION AND NURSE LICENSURE .....	10
<b>UNIT 2 OUT – PATIENT DEPARTMENT</b> .....	15
<b>DIALOGUE VISITING A DOCTOR</b> .....	15
<b>TEXT HOSPITAL</b> .....	16
<b>READING MATERIALS</b> .....	19
A. THE OUT – PATIENT CLINIC .....	19
B. I AM A “GOOD” PATIENT .....	21
<b>UNIT 3 EMERGENCY CARE</b> .....	26
<b>DIALOGUE AN EMERGENCY SCENE</b> .....	26
<b>TEXT PRIMARY SURVEY OF THE TRAUMA PATIENT</b> .....	27
<b>READING MATERIALS</b> .....	30
A. AUTOMATED EXTERNAL DEFIBRILLATOR (AED) .....	30
B. EMERGENCY MEDICAL SERVICES SYSTEM .....	32
<b>UNIT 4 ADMISSION TO HOSPITAL</b> .....	36
<b>DIALOGUE ADMISSION TO THE HOSPITAL</b> .....	36
<b>TEXT THE CLINICAL ROLE OF THE NURSE</b> .....	37
<b>READING MATERIALS</b> .....	41
A. CHALLENGES OF MAINTAINING PRIVACY AND CON- FIDENTIALITY .....	41
B. INFORMED CONSENT .....	43
<b>UNIT 5 HEALTH ASSESSMENT</b> .....	47
<b>DIALOGUE TAKING HEALTH HISTORY FROM A COPD     PATIENT</b> .....	47

TEXT NURSING PROCESS .....	48
READING MATERIALS .....	52
A. CONTENTS OF THE HEALTH HISTORY .....	52
B. TECHNIQUES OF PHYSICAL ASSESSMENT .....	55
<b>UNIT 6 CLINICAL OBSERVATION .....</b>	<b>59</b>
DIALOGUE TAKING VITAL SIGNS .....	59
TEXT VITAL SIGNS .....	59
READING MATERIALS .....	63
A. MEASURING FLUID INTAKE AND OUTPUT .....	63
B. RESPIRATORY FAILURE .....	64
<b>UNIT 7 DAILY ACTIVITIES .....</b>	<b>68</b>
DIALOGUE MORNING CARE .....	68
TEXT HYGIENE .....	69
READING MATERIALS .....	71
A. NURSING FOR PATIENTS WHO LOSE SELF - CARE ABILITY .....	71
B. POSITIONING THE PATIENT .....	72
<b>UNIT 8 COMFORT AND PAIN .....</b>	<b>76</b>
DIALOGUE PAIN ASSESSMENT .....	76
TEXT NONPHARMACOLOGIC PAIN MANAGEMENT .....	77
READING MATERIALS .....	79
A. HOW TO ASSESS PAIN .....	79
B. MISCONCEPTIONS IN PAIN MANAGEMENT .....	81
<b>UNIT 9 MEDICATION ADMINISTRATION .....</b>	<b>86</b>
DIALOGUE ADMINISTERING DIGOXIN TO HEART FAILURE PATIENT .....	86
TEXT SAFE MEDICATION ADMINISTRATION .....	87
READING MATERIALS .....	90
A. THE NURSING PROCESS IN MEDICATION ADMINISTRA- TION .....	90
B. MEDICATION ERRORS .....	93
<b>UNIT 10 MAKING ROUNDS ON THE WARD .....</b>	<b>97</b>
DIALOGUE WARD ROUND .....	97
TEXT PATIENT CARE ROUNDS .....	98
READING MATERIALS .....	100
A. INTERPROFESSIONAL COLLABORATION DURING WARD ROUNDS .....	100

B. A NURSE' S VIEW ON WARD ROUNDS .....	103
<b>UNIT 11 SPECIMEN COLLECTION .....</b>	<b>107</b>
DIALOGUE COLLECTING SPECIMENS FROM A PATIENT .....	107
TEXT SPECIMEN COLLECTIONS .....	108
READING MATERIALS .....	112
A. OCCUPATIONAL EXPOSURE TO HIV; ADVICE FOR HEALTH CARE WORKERS .....	112
B. ARTERIAL BLOOD GAS .....	115
<b>UNIT 12 CARE OF SURGICAL CLIENTS .....</b>	<b>119</b>
DIALOGUE PREPARING A CLIENT FOR SURGERY .....	119
TEXT SURGICAL WOUND CARE .....	120
READING MATERIALS .....	123
A. BREATHING EXERCISES AFTER SURGERY .....	123
B. PREVENTING POSTOPERATIVE CIRCULATORY COMPLICATIONS .....	126
<b>UNIT 13 DISCHARGING A PATIENT .....</b>	<b>130</b>
DIALOGUE DISCHARGING A PATIENT .....	130
TEXT HEALTH EDUCATION .....	131
READING MATERIALS .....	133
A. PATIENT DISCHARGE FROM HOSPITAL .....	133
B. PHILOSOPHY AND PURPOSE OF DISCHARGE PLANNING .....	136
<b>UNIT 14 FAMILY VISIT .....</b>	<b>139</b>
DIALOGUE VACCINATIONS .....	139
TEXT BREAST FEEDING .....	140
READING MATERIALS .....	142
A. NEW OPPORTUNITIES IN GERONTOLOGIC NURSING .....	142
B. WHEN BREAST - FEEDING FAILS .....	144
<b>UNIT 15 COMMUNITY HEALTH NURSING .....</b>	<b>147</b>
DIALOGUE CONSTRUCT A HEALTH RECORD IN THE COMMUNITY .....	147
TEXT CARING FOR PEOPLE WITH ALZHEIMER' S DISEASE IN THE COMMUNITY SETTING .....	148
READING MATERIALS .....	151

A. STRATEGIES FOR THE COMMUNITY HEALTH NURSE IN CARING FOR PEOPLE WITH DISABILITIES .....	151
B. HOSPICE CARE .....	152
<b>UNIT 16 TRADITIONAL CHINESE MEDICINE .....</b>	<b>156</b>
DIALOGUE TAI JI QUAN .....	156
TEXT BASIC CHARACTERISTICS OF TRADITIONAL CHINESE MEDICINE .....	157
READING MATERIALS .....	160
A. THE THEORY OF YIN AND YANG .....	160
B. EXAMINING THE TONGUE .....	162
<b>UNIT 17 TECHNIQUE OF TRADITIONAL CHINESE NURSING     .....</b>	<b>166</b>
DIALOGUE COLD DUE TO WIND – COLD .....	166
TEXT SKIN SCRAPING AND CUPPING THERAPY .....	167
READING MATERIALS .....	170
A. ACUPUNCTURE, MOXIBUSTION AND TUI NA .....	170
B. RECUPERATION AFTER ADMINISTERING CHINESE HERBS .....	172
KEY OF THE EXERCISES .....	176
<b>Appendix I Glossary .....</b>	<b>183</b>
<b>Appendix II Common Medical Word Roots &amp; Affixes .....</b>	<b>192</b>
<b>Appendix III Common Used Medications .....</b>	<b>202</b>
<b>Appendix IV DVD Video Transcription .....</b>	<b>213</b>

# UNIT 1 NURSING TODAY

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## DIALOGUE

### ADVISING A NEW COLLEGE NURSING STUDENT

(F: Nursing Faculty S: Nursing Student)

S: Good morning, professor Li. My name is Fang Wang, I am a new college student and I am your advisee. I have some questions that I would like to discuss with you.

F: Great! Nice to meet you Fang Wang. Please come in and take a seat. I am more than happy to discuss your questions with you. Please feel free to ask.

S: I am a new nursing student and I want to know more about nursing. Who is considered the founder of modern nursing?

F: Florence Nightingale is known as the founder of modern nursing. She had extraordinary organizational capacities. She made outstanding contributions through tending wounded soldiers during the Crimean War. The death rate of the wounded was reduced from 42% to 2% under her leadership. She also established a training program for nurses at St. Thomas Hospital in London, the first formal nursing program in the world. She had many publications, her book, *Notes on Nursing: What It Is and What It Is Not*, has been described as one of the seminal works of the modern world. The Nightingale Pledge, taken by new nurses, was named in her honour, and the annual International Nurses Day is celebrated on her birthday.

S: Great, then, what is the fundamental difference between nursing and medicine?

F: That is a good question. As you probably know, both medicine and nursing are health professions. They are dealing with life and death of human beings. However, they are two different branches of health sciences. Medicine focuses on the pathophysiology and etiology of the disease, and then, providing effective treatments to cure the disease. While nursing pays more attention to care a client's physio-psycho-social responses related to certain diseases/illnesses.

S: What are the major roles and functions of a registered nurse?

F: Historically, the caregiving role is the principal role of a nurse. As nursing evolves, the roles and functions of a nurse have been expanded. In addition to performing the caregiving

role, a nurse may work as a communicator, educator, client advocate, counselor, leader, manager, and researcher. Currently in some western countries, a nurse may also work as a clinical specialist, nurse practitioner, nurse-midwife, nurse anesthetist, and nurse entrepreneur.

S: That's very inspiring, then my last question, what are the core courses for students in the baccalaureate nursing program?

F: While, courses are varied from school to school. In general, the core courses for students in the baccalaureate nursing program include, but not limited to, the fundamentals of nursing, medical-surgical nursing, pediatric nursing, obstetrical-gynecological nursing, community nursing, geriatric nursing, nursing research, nursing education, and nursing management.

S: That's really very informative. I feel like I know more about nursing now! I will contact you again if I come up with more questions.

F: I am very pleased that you found this information helpful. Please do not hesitate to contact me if you have further questions or other needs! See you then.

S: Thank you, see you.

## TEXT

### MODERN VIEWS ON NURSING

What is nursing? What are the unique functions of nursing? As a future nurse, you may have these questions in mind. In this unit, we are going to explore the nature of nursing and different perspectives about nursing.

#### Definitions of Nursing

Nursing has been defined differently in the literature depending on the historical era. The most influential definitions about nursing were introduced by the following nursing scholars and nursing organizations.

Florence Nightingale, the founder of modern nursing, is probably the first one to formally define nursing. In the well-known publication *Notes on Nursing: What It Is and What It Is Not*, Nightingale wrote, "Nature alone cures... and what nursing has to do is to put the patient in the best condition for nature to act upon him. Nursing ought to signify the proper use of fresh air, light, warmth, cleanliness, quiet, and the proper selection of administration of diet—all at the expense of vital power of the patient. Nursing creates the environment most conducive to body's reparative processes" (Nightingale, 1859).

The best known definition of nursing is probably the one developed by Virginia Henderson who wrote, "the unique function of the nurse is to assist the individual, sick or well, in the performance of those activities contributing to health or its recovery (or to peaceful death) that he

would perform unaided if he had the necessary strength, will or knowledge” (Henderson, 1966) This definition was adopted by the International Council of Nurses in 1960 and is still the most widely and internationally used definition of nursing.

Another well-known definition of nursing was developed by American Nurses Association (ANA), which stated that “*nursing is the protection, promotion, and optimization of health and abilities; prevention of illness and injury; alleviation of suffering through the diagnosis and treatment of human responses; and advocacy in health care for individuals, families, communities, and populations*” (ANA, 2004).

International Council of Nurses (ICN, 2002) offers a similar definition of nursing with ANA. According to the ICN, “*nursing encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings. Nursing includes the promotion of health, prevention of illness, and the care of ill, disabled and dying people. Advocacy, promotion of a safe environment, research, participation in shaping health policy and in patient and health systems management, and education are also key nursing roles.*”

## **The Nature of Nursing**

Nursing has been recognized as both an art and a science. Nursing has also been considered a young profession, a practice discipline.

**Nursing as an Art.** When we talk about the art of nursing, we emphasize the intuitive, creative, and imaginative aspect of nursing. As Donahue (1985) wrote, “*Nursing is not merely a technique but a process that incorporates the elements of soul, mind, and imagination. Its very essence lies in the creative imagination, the sensitive spirit, and the intelligent understanding that provide the very foundation for effective nursing care*”

Art is also the reflection of feelings and perceptions. Because the core and essence of nursing is caring and personal interaction, the art of nursing finds expression in many ways, for example, a nurse’s sensitivity to and perception of a client’s thoughts and feelings and the nurse’s expression of thoughts and feelings to the client.

Traditional nursing as art was predominate in the first half of the 20th century when nursing was largely the care of the ill in the hospital. Nursing was primarily the art of caring, based on intuition and skill training rather than on science. As nursing continues to evolve as a profession, the scientific aspect of nursing has been gradually recognized without devaluing the art of nursing.

**Nursing as a Science.** Science is concerned with causality (cause and effect). Parse (1997) defines science as the “*theoretical explanation of the subject of inquiry and the methodological process of sustaining knowledge in a discipline*” Science is both a process and product. As a process, science is characterized by systematic inquiry that relies heavily on empirical observations of the natural world. As a product, it has been defined as empirical knowledge that is



grounded and tested in experience. Science can be classified as pure or basic science, natural science, human or social science, and applied or practice science.

In general, nursing science refers to the system of relationships of human responses in health and illness addressing biologic, behavioral, social, and cultural domains. In the past decades, nursing scholars have attempted to develop a body of knowledge that is unique to nursing, made the nursing scientific foundation robust and evidence-based.

Florence Nightingale is often recognized as nursing's first scientist/theorist for the work, *Notes on Nursing: What It Is and What It Is Not*. Nightingale identified nursing as a scientific discipline separate from medicine emphasizing the idea that creating freestanding nursing schools where nurses (rather than doctors) assume responsibility for nursing education has facilitated the integration of science and art in nursing.

The shift of nursing education from hospitals to universities has advanced the science of nursing. University-based nursing education provides nurses the educational foundation necessary to make scientific applications in nursing practice. Graduate nursing education prepares nurses with advanced research and critical thinking skills, and a working knowledge of theories from other scientific disciplines, which contribute to further advancements in nursing science.

**Nursing as a Profession.** In the past, there has been considerable discussion about whether nursing is a profession or an occupation. It is necessary to differentiate these two terms here. An occupation is a job or a career, whereas a profession is a learned vocation or occupation that has a status of superiority and precedence within a division of work. All professions are occupations, but not all occupations are professions.

To answer whether nursing is a profession, we need to know the characteristics of a profession. In general, all professions have the following features:

- 1) A body of knowledge on which skills and services are based
- 2) Ability to deliver a unique service to society
- 3) Education that is standardized and based in colleges and universities
- 4) Control of standards for practice through professional registration and licensing
- 5) Responsibility and accountability of members for their own actions
- 6) Career commitment by members
- 7) Autonomy

In addition, Lysaught (1980) identified an active and cohesive professional organization and acknowledged social worth and contribution as criteria for professions. Ruty (1998) suggested lengthy socialization as one more criteria for professions.

Medicine, law, and clergy were identified as classical professions. Traditionally, nursing was viewed as an occupation rather than a profession. Nursing has had difficulty being deemed a profession for the services provided by nurses have been perceived as an extension of those offered by wives and mothers. Additionally, historically nursing has been seen as subservient to