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护理

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英语阅读教程

上册



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护理英语阅读教程

(上册)

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内 容 简 介

本书全部课文与阅读材料皆精选自英文原版书刊。课文选材主要侧重临床护理学方面内容,同时也选用了有关医学伦理学和社会学等人文社会科学方面的内容。目的是寓护理学教育于英语教学之中。本书与高中英语教材衔接,每册附有成人高考(专升本)模拟试题三套并配有答案,供学生自测和复习用。

本书适合大专、本科及成人教育护理专业学生使用,也适合临床护士进修和出国前英语培训使用。同时也可作为各级护理人员学习英语的自学读物。

我们所有的努力都是为了使您增长知识和才干

科学技术文献出版社是国家科学技术部所属的综合
性出版机构,主要出版医药卫生、农业、教学辅导,以及科技
政策、科技管理、信息科学、实用技术等各类图书。

前 言

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全书分上、下二册,结构基本相同。按照课文内容各分五个单元,每一单元表达护理方面的一个主题。通过句型结构练习复习英语的基本语法。每册正文之后附有 10 篇补充阅读材料并配有练习,主要以阅读理解为主,扩大护理专业词汇量。

本书与高中英语教材衔接,凡高中已学词汇,不再列入词汇表;上册包括词汇约 830 个,短语约 130 个;下册包括词汇约 700 个,短语 85 个;我们在各项练习中尽量多用初高中已学过的和本课课文中出现的单词,注重单词重复率,帮助学生复习巩固已有的语言知识并熟练运用。

本书每册附有成人高考(专升本)模拟试题三套并配有答案,供学生自测和复习用。

本书适合大专、本科及成人教育护理专业学生使用,也适合临床护士进修和出国前英语培训使用,同时也可作为各级护理人员学习英语的自学读物。

为便于广大师生使用本书,书后附有参考译文和练习答案。

由于编者水平有限,疏漏与不足之处在所难免,诚恳希望广大读者和各位同仁批评指正。

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Unit One

Lesson 1

Text

Administering Medications

One of the nurse's most routine and yet most critical responsibilities is the preparation and administration of medications. The responsibility extends beyond preparation and administration. The nurse must know how medicines act, the usual dosage, the desired effects, and potential side effects so that he or she can evaluate the effectiveness of the medication and recognize adverse effects promptly when they occur. You will acquire this knowledge gradually as you study pharmacology and care for patients with varying problems.

The major nursing diagnosis to keep in mind when giving medications is Risk for Injury. Patients can be injured by medications given in the wrong dosage, at the wrong time, or by an incorrect route. They also can be injured by the omission of essential medications, the administration of an incorrect medication, and by incorrect documentation. Although this nursing diagnosis will not appear on the care plan, it applies to every situation in which a patient is being given medications.

Another nursing diagnosis frequently appropriate when administering medications is Knowledge Deficit. In this case the Knowledge Deficit would be related to some aspect of the medication regimen; for example, the need to be aware of drug interactions when taking antacids.

In any healthcare facility, medications are administered according to a procedures and policies defined by that facility.

Vocabulary

administer [əd'ministə] *vt.* control, manage; give, supply 管理, 支配; 给予, 用(药)

administration [əd'minist'reɪʃən] *n.* 管理, 支配; (药的)服法, 用法

medication [ˌmediˈkeɪʃən] *n.* treatment with medicine ; the act of putting medicine on or in
药疗法; 药物, 药剂

✓ rationale [ˌræʃiəˈnɑːli] *n.* fundamental reason ; logic basis (of sth.) (某事物的)基本理由;
理论基础

routine [ruːˈtiːn] *n.* fixed and regular way of doing things 例行手续; 常规

critical [ˈkritikəl] *a.* of or at a crisis 在危机期中的

responsibility [risˌpɒnsɪˈbɪlɪti] *n.* being accountable ; being responsible 责任; 负责

extend [iksˈtend] *vi. & vt.* make longer (in space or time) ; enlarge 使(在空间或时间上)伸展; 扩大; 加长

dosage [ˈdəʊsɪdʒ] *n.* giving medicines in doses ; size of doses 下药; 剂量; 服用之药量

potential [pəˈtenʃən] *a.* that can or may come into existence or action 可能的, 潜在的
n. that which is potential ; possibility 可能的事物, 可能, 可能性

evaluate [iˈvæljueɪt] *vt.* find out , decide, the amount or value of 求出……的数量或价值;
评价, 估计

adverse [ˈædvɜːs] *a.* unfavorable ; contrary or hostile (to) 不利的; 反对的, 敌对的

promptly [ˈprɒmptli] *ad.* quickly 迅速地, 敏捷地

acquire [əˈkwaɪə] *vt.* gain for oneself by skill or ability, by one's own efforts or behaviour
(由技术, 能力, 努力或行为而) 获得, 得到

knowledge [ˈnɒlɪdʒ] *n.* understanding ; familiarity gained by experience ; range of information 了解; 通晓; 知识; 消息

pharmacology [ˌfɑːməˈkɒlədʒi] *n.* theory of preparation and dispensing of medicines and drugs 药理学, 药理学

✓ vary [ˈveəri] *vi. & vt.* be, become , cause to become, different 不同; 改变; 使不同; 使有变化

diagnosis [ˌdaɪəɡˈnəʊsɪs] (*pl.* diagnoses [ˌdaɪəɡˈnəʊsɪz]) *n.* diagnosing 诊断

risk [rɪsk] *n.* (instance of) possibility or chance of meeting

danger, suffering loss or injury , etc. 遭遇危难, 受损失或伤害等的可能或机会; 危险

incorrect [ˌɪnkəˈrekt] *a.* not correct 不正确的

route [ruːt] *n.* way taken or planned from one place to another 路途; 路线; 航程; 航线

✓ omission [ouˈmɪʃən] *n.* act of failing (to do sth.) ; leaving out or undone 省略; 删除; 遗漏
essential [iˈsenʃəl] *a.* necessary ; indispensable ; most important 必要的; 不可缺少的; 最重要的

documentation [ˌdɒkjumenˈteɪʃən] *n.* 文件的使用; 提供的文件

apply [əˈplai] *vi. & vt.* put (sth.) into use or into position to serve its purpose ; have reference (to) , concern 应用, 使用; 与……有关系(与 to 连用); 适用

appropriate [əˈprɒpriɪt] *a.* right or suitable 应当的, 合适的

deficit [ˈdefɪsɪt] *n.* amount by which sth. (esp. a sum of money) is too small ;

amount by which payments exceed receipts (尤指钱款的)不足额; 收支不平衡之数; 赤字

aspect [ˈæspekt] *n.* a particular side of a many-sided state of affair, idea, plan, etc. 方面, 观点

regimen [ˈredʒimen] *n.* prevailing system of things; set of rules for diet exercise, etc., for promoting one's health and physical well-being 制度; 摄生法, 养生之道

aware [əˈwɛə] *a.* having knowledge or realization 知道的; 明白的; 觉察的; 意识到的

interaction [ˌɪntərˈæktʃən] *n.* acting on each other 相互作用; 相互影响

✓ antacid [ˈæntˈæsid] *n.* a substance that neutralizes acids 解酸药, 抗酸剂, 防酸剂

procedure [prəˈsi:dʒə] *n.* (the regular) order of doing things 做事的一般手续, 程序, 步骤

✓ facility [fəˈsiliti] *n.* (*pl.*) aids, circumstances, which make it easy to do things 使工作便利的东西或环境, 设备

✓ policy [ˈpɒlisi] *n.* plan of action, statement of aims and ideals 政策, 方针

✓ define [diˈfaɪn] *vt.* explain the meaning of; state or show clearly 下定义; 详细说明

Idioms and Phrases

✓ **and yet** : nevertheless 然而, 可是

e. g. The logic seems sound, and yet it does not convince me.

so that : in order that; with the result that 为了, 以便; 以致, 结果是

e. g. Speak clearly so that they may understand you.

Nothing more was heard of him, so that people thought that he was dead.

care for : look after, provide food, attendance, etc. 照顾, 养活

e. g. Who will care for the children if their mother dies?

keep (sth.) in mind : remember 记住(某事物)

e. g. We should keep the rules in mind.

✓ **in this case** : if this happens / has happened / should happen. 若是这样的话

e. g. In this case the rays obviously do not converge(集中).

be related to : be connected to 与……有关系

e. g. The United States is peculiarly dependent on and related to other peoples and other nations.

be aware of : have knowledge or realize 知道, 明白, 意识到

e. g. We are fully aware of the gravity of the situation.

Reading Comprehension

A. True or False

- (T) 1. The nurse's most routine and yet most critical responsibilities are the preparation and administration of medications.
- (T) 2. The nurse's responsibility extends to preparation and administration of medications.
- (F) 3. You will acquire some knowledge promptly when you study pharmacology and care for patients with varying problems.
- (T) 4. The major nursing diagnosis to keep in mind when giving medications is Risk for Injury.
- (F) 5. Another nursing diagnosis frequently appropriate when administering medications is Knowledge Deficit.

B. Questions on Reading

- () 1. What must the nurse know so that he or she can evaluate the effectiveness of the medication and recognize adverse effects?
- () 2. How and when does a nurse acquire this knowledge?
- () 3. What is the major nursing diagnosis to keep in mind when giving medications?
- () 4. How can patients be injured by medications given?
- () 5. What would the Knowledge Deficit be related to? Would you please give an example?

Sentence Structure and Oral Practice

S + V
S + V + O

主语 + 谓语

主语 + 谓语 + 宾语

A. Practice the following sentences orally.

1. Adverse effects occur.
2. The responsibility extends beyond administration of medicine.
3. This nursing diagnosis will not appear on the care plan.
4. A nurse acquires this knowledge gradually as he or she studies pharmacology.
5. You can evaluate the effectiveness of the medication and recognize adverse effects.

B. Do the practice by following the example.

Example : The nurse _____ (know) how medicines act.

→ The nurse knows how medicines act.

1. The potential side effects occur (occur).
2. The knowledge extends (extend) beyond his ability.
3. The nurse give (give) medications in the wrong dosage.
4. You should care for (care for) patients with varying problems.
5. The omission of essential medications injured (injure) the patients.

Exercises**A. Fill in the blanks with the words or expressions given below.**

Change the form where necessary.

appropriate	routine	responsibility	adverse	apply
diagnosis	evaluate	administer	extend	critical
acquire	rational	potential	dosage	aware

1. The coach administers first aid to the injured player.
2. We must examine the rational of the rule.
3. Getting up and going to bed are parts of your daily routine.
4. The patient was in appropriate condition.
5. Keeping house and caring for the children are the responsibility of most mothers.
6. They plan to _____ their research in this field.
7. The correct dosage is very important in the treatment of sickness.
8. There is a potential danger of being bitten when one plays with a strange dog.
9. An expert will evaluate the old furniture you wish to sell.
10. An unbalanced diet has an adverse effect upon health.
11. He acquired the money for a college education by working summers.
12. The doctor used X rays and blood samples in his diagnosis.
13. He knows the rule but does not know how to apply it.
14. Plain, simple clothes are _____ for school wear.
15. She was not aware of her danger.

B. Write in the correct idioms and phrases to complete the following sentences.

Be sure to use appropriate forms.

care for and yet keep . . . in mind so that

be aware of be related to in this case

1. The nurse must know many things, _____ she can recognize adverse effects of medicines.
2. The clever boy always _____ the teacher's words _____.
3. She says she _____ the royal family.
4. The excellent nurses should _____ drug interactions when taking antacids.
5. His weakness can be assets _____.
6. You will acquire some knowledge gradually when you _____ patients with varying problems.
7. It is strange _____ it is true.

C. Dictation : Complete the following paragraph by listening to what the teacher says.

One of the nurse's most _____ 1 _____ and yet most critical _____ 2 _____ is the preparation and _____ 3 _____ of medications . The nurse must know how medicines _____ 4 _____, the usual _____ 5 _____, the _____ 6 _____ effects, and potential _____ 7 _____ _____ 8 _____ so that he or she can _____ 9 _____ the effectiveness of the medication and _____ 10 _____ adverse effects _____ 11 _____.

D. Cloze Test : Choose the best answer after reading the whole paragraph.

Patients can be injured by medications given _____ 1 _____ the wrong dosage, _____ 2 _____ the wrong time ,or _____ 3 _____ an incorrect route . They also can be injured by the omission of essential medications, the administration of an incorrect medication, and by incorrect documentation. Although this nursing diagnosis will not appear _____ 4 _____ the care plan , it applies _____ 5 _____ every situation in which a patient _____ 6 _____ medications.

- | | | | |
|---------------------|----------------|-------------|-------------------|
| () 1. a. to | b. in | c. on | d. at |
| () 2. a. to | b. in | c. on | d. at |
| () 3. a. at | b. on | c. by | d. to |
| () 4. a. at | b. on | c. by | d. to |
| () 5. a. to | b. on | c. by | d. at |
| () 6. a. is giving | b. being given | c. is given | d. is being given |

E. Translate each sentence into English.

1. 护士必须知道药物怎样起作用,其通常剂量,期望效果,以及潜在的副作用。
2. 当你照顾有不同问题的病人时,你必须记住一些相关的护理知识。
3. 已经发现,这种病可能与空气污染有关。
4. 玛丽的心又激烈地(intensely)跳动起来,以致不得不突然停住不说了。
5. 以错误的剂量,在错误的时间,以不正确的途径给药能够伤害病人。

Supplementary Reading

Dialogue

Doctor: The baby has a heart murmur, but this may be normal. Does he seem to be pretty active?

Mother: Oh, yes.

Doctor: Does he ever turn blue after eating or after crying?

Mother: Well, I haven't noticed anything like that.

Doctor: Does he seem to get tired very often?

Mother: When he cries a lot he does.

Doctor: We'll watch this condition. Is he on any other food than the formula?

Mother: No.

Doctor: How much formula is he taking?

Mother: Five ounces.

Doctor: I mean the total, in a day. Is he up to a quart?

Mother: Just about that.

Doctor: Well, we usually don't like them to get more than a quart a day. We'll start him on some solids. He's gaining weight nicely, I see. . . No other problems?

Mother: I don't think so.

Lesson 2

Text

Safety and Accuracy

The Three Checks

Certain basic considerations always apply to medication administration. One of these considerations is the three checks. The name and dosage of the medication as written on the drug label are checked three times. These three times may differ somewhat depending on how the medications are stored and what the procedure is in the individual facility. Reading labels carefully three times may seem cumbersome, but medication names may be similar, dosages may differ from those ordered, and it is easy to “read” what you expect to be present if you only look one time.

Commonly, the three times for checking are as follows: 1) when choosing the medication to take out of the drawer or cupboard, 2) when the dose is in hand and can be held side-by-side with the record to compare the label and the medication administration record (MAR), and 3) one last time after all drugs have been located and before leaving the medication cart or room for the patient's bedside.

All drugs are kept in their individual dose package until you are at the patient's bedside. When discussing a medication with a patient, you are then able to point out the labeled name of the drug as the patient observes its appearance. If the patient is not in the room or is unable to take the medication for some reason, you can return the medication, which is still in a labeled package, to the medication drawer for later administration because there is no chance of error in identification. This is one of the extra safeguards that the unit-dose method provides.

The Six Rights

Additional considerations basic to the administration of medications are the six rights. These rights are a guide for remembering the following:

1. The right drug
2. In the right dose
3. By the right route
4. To the right patient
5. At the right time
6. With the right documentation

This is not all the nurse has to know, but fewer medication errors would be made if the six rights were consistently considered.

Vocabulary

safety [ˈseɪftɪ] *n.* freedom from danger 安全

accuracy [ˈækjʊrəsi] *n.* the quality of being correct 准确性, 正确性

basic [ˈbeɪsɪk] *a.* fundamental 基础的; 基本的, 根本的

consideration [kənˌsɪdəˈreɪʃən] *n.* sth. which must be thought about, fact, thing, etc., thought of as a reason 必须考虑的事; 被当做理由的事实、事物等因素

label [ˈleɪbl] *n.* piece of paper used for describing what sth. is, where it is to go, etc. 标签

differ [ˈdɪfə] *vi.* be unlike 不同, 有异

somewhat [ˈsʌmwʌt] *ad.* rather; in some degree 略; 稍; 有几分

store [stɔː] *vt.* collect and keep for future use 贮藏; 储备

individual [ˌɪndɪˈvɪdʒʊəl] *a.* (*opp.* of general) specially for one person or thing (general 的 相对语) 个别的

carefully [ˈkeəfʊli] *ad.* cautiously 小心地; 当心地; 审慎地

seem [siːm] *vi.* have or give the impression or appearance of being or doing; appear to be 似乎是; 看似; 好像; 仿佛

cumbersome [ˈkʌmbəsəm] *a.* burdensome; heavy and awkward to carry 沉重的; 笨重而不便携带的; 麻烦的

choose [tʃuːz] *vt.* pick out from a greater number; show what or which one wants by taking 选择; 挑选; 选取

drawer [dɹɔː] *n.* box-like container (with a handle or handles) which slides in and out of a piece of furniture, etc. 抽屉

cupboard [ˈkʌbəd] *n.* set of shelves with doors, either built into a room as a fixture, or a separate piece of furniture, used for dishes, provisions, clothes, etc. (嵌于室内墙壁上或自成一家具的) 橱; 碗(食)橱; 衣橱

locate [ləʊˈkeɪt] *vt.* discover, show, the position of 找出、指出……的位置

cart [kɑːt] *n.* two-wheeled vehicle used for delivery of goods 用以送货的二轮车

package [ˈpækɪdʒ] *n.* parcel, bale, bundle of things, packed together 捆; 束; 包; 包裹

observe [əbˈzɜːv] *vt.* see and notice; watch carefully 看, 观察

appearance [əˈpiərəns] *n.* that which shows or can be seen; what sth. or sb. appears to be 外表, 外观, 容貌

error [ˈerə] *n.* sth. done wrong; mistake 错误; 失误

identification [aɪˌdentɪfɪˈkeɪʃən] *n.* identifying or being identified 识别; 验明

safeguard [ˈseɪfɡɑːd] *n.* condition, circumstance, etc., that tends to prevent harm, give

- protection 有保护作用的状态,环境等; 安全设备或措施
- right [rait] *n.* that which is right, good, just, true, etc. 公正,正义,道理
- additional [ə'dɪʃənəl] *a.* extra, added 附加的,另加的
- guide [gaɪd] *n.* sth. that directs or influences (conduct, etc.) 指导或影响(品行等)之物
- following ['fɒləʊɪŋ] *a.* the ~, the one or ones about to be mentioned 下列的
- consistently [kən'sɪstəntli] *ad.* usually, customarily 经常地; 经久不变地

Idioms and Phrases

- depend on:** need, rely on (the support, etc., of) 依赖; 依靠 (……的支持)
- e. g. Good health depends on good food, exercise and getting enough sleep.
- differ from:** be distinguishable from 与……不同
- e. g. French differs from English in having gender for all nouns.
- as follows:** the following 如下
- e. g. The reaction process is as follows.
- take out:** cause to be out; bring out 使出来; 取出; 拿出
- e. g. He took out the pencil marks from his drawing.
- in hand:** receiving attention 在处理或从事中
- e. g. The work is in hand, but not finished.
- side by side:** close together, for mutual support 并肩地, 互相支持地
- e. g. The two boys played side by side all afternoon.
- be able to do sth.:** have the power, means, or opportunity to do sth. 有能力、办法、或机会做某事; 能
- e. g. A cat is able to see in the dark.
- point out:** show; call or direct attention to 指出, 使注意
- e. g. The guide pointed out the best known paintings in the gallery.

Reading Comprehension

A. True or False

- () 1. The name and dosage of the medication are checked three times.
- () 2. These three times may differ somewhat depending on only what the procedure is in the individual facility.
- () 3. All drugs are kept in their individual dose package until you are at the patients bedside.
- () 4. The six rights include the right drug, in the right dose, by the right route, to the

- right patient, at the right time and with the right documentation.
() 5. The three checks and the six rights are all the nurse has to know.

B. Questions on Reading

1. What are checked three times?
2. Why should we read labels carefully three times?
3. At what times does the nurse check the name and dosage of the medication?
4. List the six rights please.
5. What should we do if the patient is not in the room or is unable to take the medication for some reason?

Sentence Structure and Oral Practice

S + Link V + P

主语 + 连系动词 + 表语

A. Practice the following sentences orally.

1. Medication names may be similar.
2. Reading labels carefully three times may seem cumbersome(麻烦的).
3. She soon got well again.
4. The young man has become "red and expert".
5. He remained silent.

B. Do the practice by following the example.

Example : That _____ (sound) a good idea.

→ That sounds a good idea.

1. I don't think he _____ (look) his age of seventy-four.
2. The meat _____ (go) bad.
3. She _____ (turn) red at the words.
4. This _____ (prove) an effective preventative.
5. The party _____ (turn out) a great success.