

护理英语

Nursing English

雷 慧 主编



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护 理 英 语

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内 容 提 要

本书精心编写了 61 篇护理专业英语课文,包括基础护理、内外科护理、母婴护理、儿科护理、老年科护理、精神科护理及药物学护理等 7 部分内容。课文长短适中,深入浅出,带有浓厚的专业色彩,或从某种病的侧面谈起,或按护理程序展开,既概括了各科内容,又照顾到各系统的病种。全书涉及医护英文表达方式及词汇约 3000 余条。

课文包括正文、生词注释、课文注释,并配适量问答题,后面附有英语课文的参考中译文。

本书既可作为英语护理专业及高等护理专业学生的专业英语教材,又可作为临床护理人员参考读物。由于书中内容涉及国外各科护理知识,因此本书又是护士参加考试或出国工作的极好参考读物。

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前 言

《护理英语》是供英语护理专业及高等护理专业学员使用的专业英语教材。它是架于英文和护理汉语课程之间的一座桥梁。通过阅读本书,读者既可熟悉英语在医护专业中的应用,又可了解医学、护理的临床知识。本书的主要作用有两点:一是教给学生如何用英文表达护理知识,制定护理计划,填写护理文件,并能在对外护理实践中进行语言(英文)交流;二是反映当今发达国家护理教育及实践的重点内容。

在人类进入 21 世纪之际,随着中国正式加入世界贸易组织(WTO)及北京申办 2008 年奥运会的成功,中国科学技术的各个领域将面临巨大的挑战和机遇。我国护理教育事业所面临的挑战之一,就是能否使我国的护理教育与世界发达国家的护理教育水平接轨,使我们的护士走向国门,或在国内能胜任外籍病房工作的需要。护理专业英语课程及教材就是专门为实现上述目标所设计的。

本书在总体用英文表达临床各科护理知识的思想指导下,将突出以下四点:第一,便于教学。通过限制课文长度,增加词汇及课文注释,配有适当问答题及参考译文等,便于学生对教学内容的接受和吸收。第二,强调素质教育。为配合本书的学习,根据新形势下学生特点及各学校护理专业英语课时少等问题,我们还为学生同时编写了《常用护理英语表达方式及词汇》一书(此书将与本教材同时出版),便于学生对教材的理解和记忆。第三,密切护理专业英语与基础英语的关系。为了克服护理英语的枯燥性,我们加强了对课文中语言点(特别是与国家英语四、六级考点相关内容)的注释。第四,具有地道的美语风格、独特的选材内容及缩写手法。

本书基础护理部分由张秀平、彭幼清、陈勤、李兰英、匙为、唐巧英、刘海英等同志编写;内外科护理部分由马秀芬、陆翠华、王玉玲、商成喜、焦莉萍、刘琦等同志编写;母

婴护理及儿科护理部分由于海红、罗晓冰、杨莉等同志编写；老年护理部分由李军、焦香香等同志编写；精神科护理部分由雷慧、孙秀芬、孔小清同志编写；药物学护理部分由陆翠华、郭庆、刘建东等同志编写。

在本书的编写过程中，承蒙卫生部、全国英语护理协会以及承德卫校领导的大力支持，他们还提出许多宝贵意见，在此表示衷心感谢。

雷 慧

2003年5月6日

目 录

Part One	Fundamentals of Nursing	1
Unit 1	The Philosophy of Nursing	1
Unit 2	Stress and Adaptation	8
Unit 3	Sleep	13
Unit 4	The Nursing Process	17
Unit 5	Basic Human Needs	24
Unit 6	Communication Skills in Nursing	28
Unit 7	Vital Signs	34
Unit 8	Physical Assessment Examination	38
Unit 9	Aseptic Practices	44
Unit 10	Nutritional Care and Diet for The Patient	50
Unit 11	Medication	56
Unit 12	Oxygenation	62
Unit 13	Chest Physical Therapy	66
Unit 14	Urinary Elimination	71
Unit 15	Characteristics of Feces	76
Unit 16	Enemas	79
Part Two	Medical-Surgical Nursing	84
Unit 17	Classification of Shock	84
Unit 18	Pain	90
Unit 19	Heart Failure	97
Unit 20	Upper Gastrointestinal Hemorrhage	102
Unit 21	Cardiac Arrest and Cardiopulmonary Resuscitation	107
Unit 22	The Prevention of Coronary Artery Disease (CAD)	111
Unit 23	Glaucoma	116
Unit 24	Leukemia	121
Unit 25	Epistaxis	127
Unit 26	Contact Dermatitis	133
Unit 27	AIDS	139
Unit 28	Viral Hepatitis	144

Unit 29	Diabetes Mellitus	149
Unit 30	The Nursing Processing in Preoperative Care (I)	154
Unit 31	The Nursing Processing in Perioperative Care (II)	158
Part Three	Maternity Nursing	163
Unit 32	The Current Roles of Maternity Nursing	163
Unit 33	Diagnosis of Pregnancy	168
Unit 34	Pregnancy-Induced Hypertension	173
Unit 35	Placenta Praevia	177
Unit 36	Cesarean Birth	181
Unit 37	The Process of Labor and Birth	186
Unit 38	Nursing Care of Postpartum Hemorrhage	192
Part Four	Pediatric Nursing	198
Unit 39	Growth and Development	198
Unit 40	Hyperbilirubinemia	203
Unit 41	Breast-Feeding	209
Unit 42	Pneumonia	212
Unit 43	Congenital Heart Disease	217
Unit 44	Bacterial Meningitis	222
Unit 45	Nephrotic Syndrome	227
Part Five	The Elderly Health Nursing	233
Unit 46	Overview of The Elderly Health Care	233
Unit 47	The Gastrointestinal System of The Elderly	237
Unit 48	The Musculoskeletal System of The Elderly	241
Unit 49	Senses of The Elderly	246
Unit 50	Health Promotion for The Elderly	251
Part Six	Psychiatric Nursing	256
Unit 51	Fear	256
Unit 52	Anxiety (I)	259
Unit 53	Anxiety (II)	264
Unit 54	Depression (I)	268
Unit 55	Depression (II)	274
Part Seven	Pharmacological Nursing	278
Unit 56	Pharmacology	278
Unit 57	Effects of Medication	281
Unit 58	Routes of Administration	283
Unit 59	Drug Dependence	285

Unit 60	Assessment	288
Unit 61	Polymyxin B Sulfate	291
参考译文		295
第 1 部分 基础护理		295
第 1 课	护理理念	295
第 2 课	压力与适应	296
第 3 课	睡眠	298
第 4 课	护理程序	298
第 5 课	人体基本需求	300
第 6 课	护理学中的沟通技巧	302
第 7 课	生命体征	303
第 8 课	体格检查	304
第 9 课	无菌法的应用	305
第 10 课	病人的营养护理和饮食	306
第 11 课	药疗	307
第 12 课	给氧	309
第 13 课	胸部体位疗法	310
第 14 课	排尿	311
第 15 课	大便的性质	312
第 16 课	灌肠	312
第 2 部分 内外科护理		313
第 17 课	休克的分类	313
第 18 课	疼痛	314
第 19 课	心力衰竭	315
第 20 课	上消化道出血	316
第 21 课	心脏骤停和心肺复苏	317
第 22 课	冠心病的预防	318
第 23 课	青光眼	319
第 24 课	白血病	320
第 25 课	鼻出血	321
第 26 课	接触性皮炎	322
第 27 课	艾滋病	323
第 28 课	病毒性肝炎	324
第 29 课	糖尿病	325
第 30 课	围手术期护理 (I)	326
第 31 课	围手术期护理 (II)	327

第 3 部分 母婴护理	328
第 32 课 母婴护理的现代职责	328
第 33 课 妊娠诊断	329
第 34 课 妊娠高血压综合症	330
第 35 课 前置胎盘	332
第 36 课 剖宫产	332
第 37 课 分娩过程	334
第 38 课 产后出血的护理	335
第 4 部分 儿科护理	336
第 39 课 生长和发育	336
第 40 课 高胆红素血症	338
第 41 课 母乳喂养	339
第 42 课 肺炎	340
第 43 课 先天性心脏病	341
第 44 课 细菌性脑膜炎	343
第 45 课 肾病综合症	344
第 5 部分 老年护理	345
第 46 课 老年护理总论	345
第 47 课 老年人的消化系统	346
第 48 课 老年人的骨骼肌系统	347
第 49 课 老年人的感官	348
第 50 课 促进老年人健康	349
第 6 部分 精神科护理	350
第 51 课 恐惧	350
第 52 课 焦虑 (I)	351
第 53 课 焦虑 (II)	352
第 54 课 抑郁 (I)	353
第 55 课 抑郁 (II)	355
第 7 部分 药理学	356
第 56 课 药理学	356
第 57 课 药物的作用	357
第 58 课 给药途径	357
第 59 课 药物依赖性	358
第 60 课 评估	358
第 61 课 硫酸多粘菌素 B	359

Part One Fundamentals of Nursing

Unit 1 The Philosophy of Nursing

Nurses are in a special position to think about the meaning and sequence of life as they care for the person, or family^[1]^①, group-ill or well. Philosophy of nursing should be the foundation for both the theory and practice of nursing. A study of philosophy reveals how world events and discoveries have influenced the development of nursing, its achievements through the years, what is being done now, and what may be done in the future. Some famous thinkers in the world put forward different theories on nursing^[2].

Rogers describes man and environment as energy fields in mutual interaction with each other^[3]. The open energy interchange between man and environment creates distinct patterns. Man and environment can be recognized by these patterns. Rogers believes that the uniqueness of nursing, like that of any other science, lies in the phenomenon central to its purposes^[4]. Nursing's long-established concern with human beings and their world is a natural forerunner of an organized abstract system encompassing people and their environments. Individuals are different from the sum of parts and the integrals of human beings and environment coordinate with a universe of open systems. The irreducible nature of individuals identifies the focus of a new paradigm and initiates nursing's identity as a science. Nursing as a learned profession is both a science and an art. When nursing is perceived as science, the term "nursing" becomes a noun signifying "a body of abstract knowledge"^[5]. The nurses should learn enough abstract theoretical knowledge about nursing by education. Only in this way can people be nursed perfectly. Research in nursing is the study of unitary human beings and their environments.

Parse describes man as an open being free to choose meaning in a situation. Man-Living-Health is a theory which evolves from the simultaneity paradigm. This theory expounds that man is an open being more than any different from the sum of parts in mutual simultaneous interchange with the environment and is recognized by these patterns. Health is considered as a process of becoming experienced by the individual. Health is man's unfolding. It is man's lived experience, a nonlinear entity that cannot be qualified by terms such as good bad, more or less. It is not

① 本书英文课文中的上角序号[1]、[2]、……与课文后的注释“Notes”相对应。

man adapting or coping. Unitary Man's health is a synthesis of values, a way of living. It is not the opposite of disease or state that man has, but rather is a continuously changing process that man creates.

King describes that individuals are social, sentient, rational, reacting, perceiving, controlling, action-oriented, time-oriented beings because she believes that human beings interact with the environment. The specific assumptions about nurse-client interaction are the following:

1. Perceptions of nurse and of client influence the interaction process.
2. Goals, needs and values of nurse and of client influence the interaction process.
3. Individuals have a right to know about themselves.
4. Individuals have a right to take part in decisions that influence their life, health and community services.
5. Health professionals have a responsibility to exchange information that helps individuals make reasonable decisions about their health care.
6. Individuals have a right to accept or to reject health care.
7. Goals of health professionals and of recipient of health care may be incongruous.

Roy's Adaptation Model provides three postulates for the development of nursing science, namely adaptation problems, coping mechanisms, and nursing intervention. Each proposed postulate is directed toward some aspect of the adaptive process for the observation and classification of phenomena. Further explanation should be followed.

The purpose of the adaptive problems postulate is to delineate the range of possible responses of a person along the health-illness continuum. The coping mechanisms consist of cognate and regulator. The cognate subsystem involves the mental and emotional processes used by a person to adapt. The regulator subsystem includes the physiological responses brought into action in a situation requiring adaptation. Both of these mechanisms have four modes whereby adaptation occurs: physiologic needs, self-concept, role function, and interdependence. The coping mechanisms and modes of adaptation interrelate with each other. When some stimulus impinges on an individual, a series of events takes place. First, the cognate and regulator subsystems are aroused. In turn, the four adaptive modes are set into action to function as effectors of adaptation. It is possible for some events to involve more than one of the modes simultaneously. Through this process, adaptive or ineffective responses occur. The nursing intervention postulate is to provide the basis decision making in nursing care. These proposed ideas for postulate formulation are fundamental to the development of a nursing science. Knowledge that unfolds in

the development of Roy's Adaptation Model is envisioned as the basis for nursing curricula, nursing practice and nursing research.

Orem's insight into the human condition and the requirements for nursing led her to formulate the following idea: A person is unable to provide continuously for self the amount and quality of self-care because of the situation of personal health. She characterizes the following assumptions that underlie the general theory of nursing:

1. Human beings require continuous deliberate inputs to themselves and their environment in order to remain alive and function in accord with natural human endowments^[6].

2. Human agency, the power to act deliberately, is exercised in the form of care of self and others in identifying needs for and in making needs inputs.

3. Mature human beings experience privations in the form of limitations for action in care of self and others involving the making of life-sustaining and function-regulation inputs.

4. Human agency is exercised in discovering, developing and transmitting other ways and means to identify needs for and make inputs to self and others.

5. Groups of human being with structured relationship cluster tasks and allocate responsibilities for providing care to group members who experience privation for making required deliberate input to self and others.

In short, several philosophers expressed their ideas of nursing theory. They discussed man and environment, health, adaptation and self care. Philosophy of nursing makes nursing-science more perfect in satisfying man's needs. Moreover, the development of nursing science in nursing practice found an open field for existence of philosophy of nursing.

Vocabulary

sequence / 'si:kwəns / *n.* the order in which things or events follow one another 顺序,次序

reveal / ri'vi:l / *v.* to make known or to allow to be seen 揭露,展现

mutual / 'mjutʃuəl / *adj.* equally shared by each one 共有的,共同的

coordinate / kəu'ɔ:dineit / *v.* to (cause to) work together, esp. to increase effectiveness (尤其是指为提高效益而) 协作,协调

paradigm / 'pærədaim / *n.* example 范例

signify / 'signifai / *v.* to be a sign of; mean 表示,意指

unitary / 'ju:nitəri / *adj.* 一个的,单一的

- simultaneity / ˌsɪmɔltəˈniəti / *n.* something that happens at the same time
同时发生的事
- regulator / ˈregjuleɪtə / *n.* person (or thing) that regulates 调整之人或物;
调节器
- subsystem / ˈsʌb,sɪstɪm / *n.* branch of system 分系统
- interrelate / ˌɪntəriˈleɪt / *v.* 相互联系
- protrude / prəˈtruːd / *v.* stick out 伸出
- interact / ˌɪntərˈækt / *vi.* act on each other 相互作用,相互影响
- interaction / ˌɪntərˈæksjən / *n.* 相互作用,相互影响
- perceive / pəˈsiːv / *vt.* (formal) becomes aware of, esp. through the eyes or
the mind (正式用语)感觉,观察,看出
- sentient / ˈsenʃnt / *adj.* having, able to have, feeling; experiencing sensation
有知觉的,有感觉的;感觉到的
- evolve / ɪˈvɒlv / *vi* / *vt.* (cause to) unfold; develop; be developed, natu-
rally and gradually (使)开展;发展
- linear / ˈliːniə / *adj.* of (or in) lines 线的,线状的; nonlinear 非线性状的
- responsibility / rɪˌspɒnsəˈbɪləti / *n.* being responsible; being accountable; du-
ty 责任;任务
- underlie / ˌʌndəˈlaɪ / *be* (or *lie*) under 位于...之下
- continuum / kənˈtɪnjuəm / *n.* something that is continuous 连续之事务
- philosophy / fiˈlɒsəfi / *n.* the search for knowledge, esp. the nature and
meaning of existence 哲理、学问的研究(尤指
对存在之性质及意义所做之讨论)
- man / mæn / *n.* (sing only, no article) the human race, all mankind 人类,
全人类
- environment / ɪnˈvaɪərənmənt / *n.* surroundings, circumstances, influences
环境
- pattern / ˈpætɪn / *n.* way in which sth. happens 模式,方式
- interchange / ɪntəˈtʃeɪndʒ / *v.* put (each of two things) in the other's place
使(二物)互换,轮换
- phenomenon / fiˈnɒmɪnən / *n.* thing that appears to or is perceived by the
senses 现象
- central / ˈsentrəl / *adj.* chief, most important 主要的,最重要的
- forerunner / ˈfɔːrʌnə / *n.* sign of what is to follow 预兆,前兆
- encompass / ɪnˈkʌmpəs / *vt.* encircle; surround; envelop; comprise 围绕;
包围;包含;包括
- individual / ɪndɪˈvɪdʒuəl / *n.* any one human being (contrasted with society)
个人(与 society 相对)
- integral / ˈɪntɪgrəl / *adj.* whole; having or containing all parts that are neces-

- sary for completeness 完整的;整体的
- irreducible / iri'dju:səbl / *adj.* (formal) that cannot be reduced or made smaller 不能减低的,不能缩小的
- initiate / i'nifieit / *vt.* set. (a scheme, etc.) working 开始着手(一项计划等)
- identity / ai'dentiti / *n.* what something is 本质
- learned / 'lə:nd / *adj.* having or showing much knowledge, esp. of the humanities 有学问的(尤指在人文科学方面)
- entity / 'entiti / *n.* sth. that has real existence, a thing's existence (contrasted with its qualities, relations, etc.) 实在物,实体 (与性质、关系相对)
- adapt / ə'dæpt / *vt.* make suitable for a new use, need, situation, etc. 使适应,使配合
- cope / kəup / *vi.* manage successfully; be equal to (成功地)应付,对付,对抗
- synthesis / 'sinθisis / *n.* combination of separate parts, elements, substances, etc. into a whole or into a system; that which results from this process 综合、合成;由合成法制成之物
- rational / 'ræʃənl / *adj.* able to reason; having the faculty of reasoning 能推理的;有推理能力的
- community / kə'mju:niti / *n.* condition of sharing, having things in common being alike in some way 共享,共同,相同
- recipient / ri'sipiənt / *n.* person who receives sth. 接受者
- incongruous / in'kɒŋgruəs / *adj.* not in harmony or agreement; out of place 不一致的,不适宜的,不调和的
- postulate / 'pəustjuleit / *vt.* demand, put forward, take for granted, as a necessary fact, as a basis for reasoning (认作必然的事实或推理的基础而)要求,假设,假定; *n.* sth. that may be considered axiomatic 基本要求,假设
- delineate / di'linieit / *vt.* (formal) show by drawing or by describing 描绘,描写
- stimulus / 'stimjuləs / *n.* sth. that stimulates 刺激物
- impinge / im'pindʒ / *vi.* (~on / upon), make an impact 撞击
- ineffective / ini'fektiv / *adj.* not producing the effect(s) desired 无效的
- curriculum / kə'rikjuləm / *n.* (*pl.* -la) course of study in school, college, etc. (学校、学院等所学的)课程
- input / 'input / *n.* what is put in or supplied 置入或供应之物
- endowment / in'daʊmənt / *n.* talent 禀赋,才能
- privation / prai'veiʃən / *n.* lack of the necessities of life destitution 生活必

需品的缺乏, 贫困

sustain / səs'tein / *vt.* (enable to) keep up, maintain (使能)维持, 支持

cluster / 'klʌstə / *vt.* ~ (together round) be in, form, a close group round
绕着... 结集成群, 围集在... 的四周

allocate / 'æləukeit / *vt.* (~ to / for) give; put on one side, as a share or for
a purpose 分配, 配给

Notes

1. ...as they care for the person, family or group.
care for 希求; 喜欢。例句:
Would you care for a drink? 你愿意喝点酒吗?
He cares for her deeply. 他深深地爱着她。
2. some famous thinker in the world put forward different theories on nursing.
put forward 提请某事供讨论或审议; 把(钟表指针)拨快以校准。例句:
She put forward proposals on how to learn English well.
就怎样学好外语, 她提出了建设性意见。
Put your watch forward, you are five minutes slow.
把你的表往前拨, 它慢了5分钟。
3. Rogers describe man and environment as energy...
describe...as 形容; 说(某人或某事)有某种性质。例句:
I hesitate to describe him as really clever.
我不愿说他是真正的聪明。
4. ...the uniqueness of nursing, like that of any other science lies in the phenomenon central to its purposes.
lie in 在于。例句:
The fundamental cause of the development of a thing lies in its internal contradictoriness. 事物发展的根本原因在于事物内部的矛盾性。
5. when nursing is perceived as a science ...
perceive sth. as sth. 理解或领悟某事; 认为。例句:
I perceived his comment as a challenge. 我认为他的批评是对我的激励。
6. Human beings require continuous deliberate inputs to themselves and their environment in order to remain a live and function in accord with natural human endowments.
(1) remain 剩下; 遗留; 停留。例句:
After the fire, very little remained of my house. 火灾过后, 寒舍所剩无几。
(2) in accord with 与...一致。例句:
What you say is in accord with what you do. 你说的与你做的一致。
用法辨析: out of accord with 与...不一致; in accordance with 依照, 根据。

Questions

1. What does Rogers describe man and environment as?
2. Are human beings united with their environment?
3. How do you understand health according to Man-Living-Health theory?
4. Can you define individual according to King's idea?
5. Explain the interrelationship between the coping mechanisms and modes of adaptation?