

全国高等中医药院校教材

主编 何文忠 周 洁

主译 丁年青

审校 David Armstrong



(中英对照)

护理健康促进

供护理学专业使用

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序

随着现代医学模式从以疾病和患者为中心向以健康为中心转变,现代医学重心也从疾病治疗前移至健康促进和疾病预防。自1986年第一届国际健康促进大会在加拿大渥太华召开并发表了《渥太华宪章》以来,健康促进引起了全球的广泛关注和重视,并得到了迅速发展。人们逐渐取得了“医学不仅是关于疾病的科学,更应该是关于健康的科学”的共识。

我们在一段时间里形成了一种思维定式,疾病是作为人的生命和健康的敌对体而存在的,二者是征服和被征服的关系。而反观中国传统医学里,人的生命、健康和疾病都是人的身心调整并与内外环境相互作用的结果。健康核心理念的转变,疾病防治的总体思路亦必然从对抗转向协同,即从对抗医学(allopathic medicine)转向整体(整合)医学(whole medicine)。这也正是两千年中国先哲“上工治未病”的理念——“圣人不治已病治未病,不治已乱治未乱”。这也引发了我们对整体健康促进观念的再思考。近年来,我国也把健康促进纳入了卫生和科学发展战略中,《医学科技发展“十二五”规划》中提出“着力推进使医学发展向健康促进转变”“重视公众健康知识普及,从‘治已病’为主前移到‘治未病’和养生保健,从‘被动医疗’转向‘主动健康’”。根据世界卫生组织所定义的健康促进的概念:“健康促进是一个过程,这一过程旨在加强人们提高对自身健康的掌控。”这一概念提示健康促进包含了提高人们掌控自身健康能力的活动与过程。在这一概念框架下,许多健康教育、行为干预活动都可以被视为健康促进的实践活动。护士作为人类健康工作的主体之一,在这一实践活动中应该发挥更重要的作用。

国家教育部在其发布的本科护理学教育标准中将“具备为护理对象提供维护健康与促进健康的能力”及“掌握健康教育的有关知识”作为本科护生的培养目标之一。最近国际上兴起第三代医学教育革命,也提到了未来的医学人才应该能胜任在以患者和人群为中心的卫生体系中工作,从另一个侧面强化了以健康为中心的理念。而从我国护理高等教育的课程设置来看,将健康促进相关理论和实践作为课程进行系统讲授的还不多,多数健康促进内容都是穿插在临床护理课程中以健康教育的形式出现,这种教育模式也体现了我们对护士在健康促进方面的作用认识不足。

上海中医药大学护理学院在与英国诺桑比亚大学联合办学的过程中,引入《护理健康促进》课程,该课程在英国护理高等教育中作为一门独立专业基础课程开设,体现了国外护理教育中对护士健康促进能力培养的重视,其教学内容和教学方法有诸多方面我们可以借鉴的,为了更好地发挥引进课程的辐射作用,由护理学院何文忠院长和周洁老师负责主编的《护理健康促进》教材,可以帮助初学者较系统地掌握健康促进的基本理论和基本知识。在教材体例的设计上也体现了以学生为本的理念,着力促进学生思考,促进学生自主学习、自我发展。其中“中医学与健康促进”的内容概括了中医学在健康促进领域中的应用,丰富了健康促进理论和实践的内涵。同时中英文对照也显示了教材的又一特色。我们希望学生通过对《护理健康促进》的学习,帮助他们更好地应对将来健康促进过程中的挑战。

本书作为高等中医院校第一本护理专业具有中西医结合特色的《护理健康促进》教材,应该被认为是一个好的开端。也正因为此教材是中医院校护理专业在健康促进领域教材编写的初步尝试,其内容需在今后的使用中进一步完善。

鉴此,使以为序。

胡鸿毅

2012 年春

FOREWORD

The conceptual model of modern medicine has been switched from patient-focused to a health-centered model with the theoretical revolution and development. Prevention and health promotion, therefore, has been determined as the focus of modern medicine as well instead of medical treatments to diseases. Since 1986, as the Ottawa Charter was signed and presented by the first international forum of Health Promotion in Ottawa, Canada, health promotion has been drawing more and more attentions and moving forward rapidly. The consensus has been achieved that “general medicine is the natural science of much more about health than human diseases.”

As a solid mindset, people considered the diseases as an enemy against the health of human beings for a long time, so they believed that diseases are standing on the opposite of, and always fighting against the health. On the contrary, with the perspectives of Chinese traditional medicine, people realize that health and diseases are primarily subject to both physical and mental balance of human beings, and it also reflects people's interaction with internal and external environment. According to the change of health philosophy, the general idea of disease control and treatment also shift from confrontation to collaboration that is from Allopathic Medicine to Whole Medicine. This is exactly the two thousand Chinese sage's idea of “superior treat before sick”, that is “wise doctors give prevention the priority over treatment, and pay less attention to the treatment of disease but more to the prevention of disease”. It also led to a rethinking of our overall health promotion concepts. In recent years, China began to pay attention to health promotion. “12th five-year plan on medicine technology” put forward “promoting the transition of medicine to health promotion”, “focusing on public health education”, “from curing diseases to prevention and health care”, “from passive medicine to active health”. World Health Organization has defined health promotion as: “The process of enabling individuals and communities to increase control over the determinants of health and thereby improve their health”. This concept includes activities and process of improving people's

capacity of controlling their own health. In this conceptual framework, many health education and behavioral intervention activities can be regarded as the practice of health promotion. As one of the main body of the health care practitioners, nurses should play a more important role in the activities of this practice.

The undergraduate nursing education standards signed by The State Ministry of Education also regard one of the training objectives as “capacity of providing health maintenance and health promotion for nursing clients” and “mastering the knowledge of health education”. Recently, the rise of the third generation of international medical education revolution also mentioned that future medical practitioners should be qualified to work in the health system centered on patients and populations, which from another aspect strengthened the health-center concept. While for Chinese higher nursing education curriculum system, only a few universities regard health promotion theory and practice as curriculum, most health promotion contents are interspersed in clinical nursing courses in the form of health education, which also reflects our knowledge deficiency of nurse’s role in health promotion.

In the process of joint collaboration with Northumbria University, Nursing School of Shanghai University of Traditional Chinese Medicine introduced the “health promotion in nursing” course. In UK, health promotion programs are set up as an independent professional foundation course for higher nursing education, which reflects foreign nursing education’s emphasis on health promotion capacity building. Our school learned a lot from their teaching contents and teaching methods. Accordingly, “health promotion in nursing” edited by He Wenzhong and Zhou Jie who are from School of Nursing can help beginning nurses master the basic principles of health promotion. The textbook style was designed to reflect student-centered concept, promote students’ thinking, and encourage their independent learning and self-development. “Traditional Chinese Medicine and health promotion” outlines the application of Traditional Chinese Medicine in the field of health promotion, which greatly enriches the connotation of health promotion theory and practice. Another feature is bilingual. With more knowledge and information on health promotion, students will be successfully confront and manage the challenges of health promotion.

This book serves as the first combination of western and Chinese health promotion textbook for TCM Nursing School, which should be considered as a good start. At the same time because it is the first time introduced as teaching content, it requires further improvement in the future.

That’s the purpose that I present the foreword.

Hu Hongyi

Spring, 2012

编写说明

随着护理事业的发展,护理的内涵和外延不断扩展,护理人员的工作也从单纯的疾病护理向广泛的健康促进领域拓展。国内指导护理人员从事健康促进的教材并不多见,主要是因为国内高校将健康促进列入本科课程体系的高校几乎没有,国内对护士在健康促进中的作用认识不够深,而上海中医药大学在与英国诺桑比亚大学联合办学的过程中,吸取国外的教育理念,将该课程纳入本科教育体系,具有一定的先进性和前瞻性,本教材作为本科护理课程改革的重要载体,具有较重要的应用价值,特别是在教材中体现中医特色,也契合了我国“十二五”期间发展有中国特色的高等护理教育的目标。

本教材吸收了国内外有关护理健康促进实践和理论的最新进展,结合中国传统医学“治未病”理论,为我国护理人员介绍健康促进实用的理论模型并提供实践指导。本教材编写着重强调理论与实践的结合,培养学生自学和创新的精神和能力,树立终身学习的观念,反映教学改革及教学内容的更新。本教材在内容框架设计上引入中外合作课程教学模式,力求符合人才培养目标和教学大纲,体现以学生为中心,注重实践的教学理念,体现教育观念的转变、教学内容和教学方法改革的成果,有利于指导学生学习 and 思考,有利于训练学生评判性思维能力。

本教材用中英双语对照编写,体现了护理外向型、国际化的特点。同时将学生必须掌握的专业词汇编入教材之中。本教材可供高等护理教育或涉外专业使用。

本书的编写得到了上海中医药大学教务处的的大力支持,在教材审阅中承蒙顾璜教授、樊民胜教授、李丽萍教授等专家对相关专业知识提出宝贵意见,在外语翻译方面感谢丁年青教授携其翻译团队给予鼎力支持,英国诺桑比亚大学的 David Armstrong 老师也在英语校审方面给予了极大的帮助。

限于编者的水平和能力,本教材可能还存在一些不足和错误,希望师生在使用过程中批评指正。

编者

2012年3月

PREFACE

With the development of nursing practice and the ever expanding role of professional nursing, there has been a shift of focus from disease-centered care towards positive intervention that embraces health promotion and disease prevention. In the past, undergraduate nursing courses in China have not fully embraced the role of the nurse as a promoter of health, hence the lack of publications on this very important subject. However, this book aims to fill that gap and both introduce and explore the role of nursing in health promotion.

Having collaborated with nurse educators from the UK, we were able to develop our knowledge in terms of foreign educational and health philosophy which subsequently led to the introduction of health promotion within our own nursing curriculum.

This book plays important role in the reformation of the undergraduate nursing curriculum. In addition to embracing the characteristics of traditional Chinese medicine it also addresses the aims of higher nursing education within the development of China 12th five-year period.

This book considers the most recent global developments within health promotion and combines them with the traditional Chinese medicine philosophy of “treat before sick” This book is both comprehensive in its theoretical approaches to health promotion and provides a strong foundation for practical health promotion interventions, offering the reader practical examples, activities and discussion points. This book is a useful resource for those wishing to develop their health promotion practice by considering the theory, policies and principles supporting the health promotion practice.

The book adopts both a student-centered and practice-orientated approach to learning that supports the philosophy of creative and lifelong learning. In addition, this book is written bilingually in Chinese and English.

Finally, we need express our gratitude to the office of Academic Affairs of Shanghai University of traditional Chinese Medicine, Professor Gu Huang, Professor Fan Minsheng, Professor Li Liping and other experts for their involvement in the production of this book.

Professor Ding Nianqing and his team assuming the responsibility of translation. and David Armstrong, Senior Lecturer in adult nursing of Northumbria University in the United Kingdom for editing the English translation.

As this book has been collaboration in terms of writing and editing it is acknowledged that the book may contain some translational errors. It is hoped teachers and students will give the modifying by using.

The Compilers

March, 2012

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