

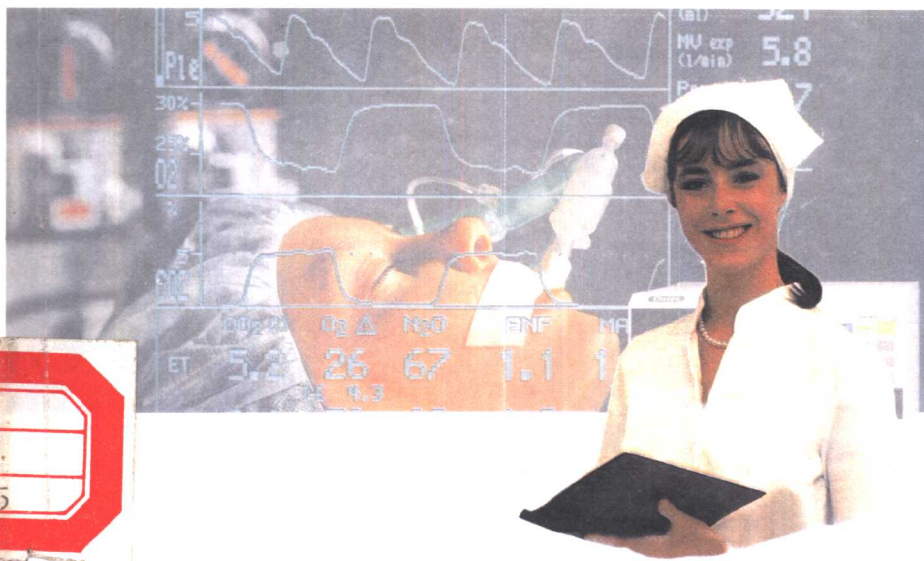
English for Nurses

A reference book for self-studying
& taking examinations

护士英语

——供自学应试参考

主编 李颖秋



北京医科大学
中国协和医科大学

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护 士 英 语

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(A reference book for self-studying
& taking examinations)

主 编 李颖秋
编 者 李颖秋 李向东 赵冬艳
苏 航 蒋炜锋

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李颖秋 主编

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编者说明

本书是为有一定英语基础的护士、医生、技师自学提高英语阅读及应试能力而编写的。全书分为两个部分：阅读部分，语法复习部分。

阅读部分：大多选自近年国外有关书刊，主要内容涉及护理教育及临床方面的新知识。为便于自学，每篇文章之后附有词汇表、注释及译文。

语法复习部分：没有按一般语法书编排或全面叙述；而是为帮助自学者测试自己的语言能力，插入语法练习及测试题，对难点加以注释。这是编者综合护士提级考试试题中常出现的现象予以剖析，并有针对性地加以解答；也是编者多年从事护士英语教学中，对学生所感到的难点和易混淆的问题加以归纳整理的。

编者希望本书对广大护士自学提高及应试助以微薄之力，同时对护校教学在某种意义上有一定参考价值。

本书在策划、组织、编辑过程中得到了陈淑坚老师的具体指导，在此表示衷心的感谢！

对本书有不妥之处，希望读者及同行批评指正，以便今后修改、补充和提高。

1998 年元旦

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一、阅读部分

1. Who Was the Pioneer of Modern Nursing

During the day when nursing was considered menial and undesirable, there were some women who continued to care for the sick. Probably the most famous of these was Florence Nightingale. During this period there was little or no training or preparation for nursing. ^①Not until Florence Nightingale helped reform these conditions did nursing become a respectable profession.

Florence Nightingale was born in Italy on May 12, 1820 to wealthy English parents. When she was a little girl, she cherished small animals, and liked playing with her dolls and pretending to nurse them. She used to visit the poor people near her house and look after them when they were ill. She was eager to be a nurse. And so ^② it was that she attended a 4-month nurse training course in Germany, in 1851, she was 31 year old, and her family and friends were strongly opposed to her becoming a nurse. Her parents brought her traveling to many other countries. They hoped she would forget about wanting to be a nurse.

However, Nightingale couldn't forget. Wherever she went, she visited hospitals and convents ^③ where nuns were

trained to be nurses. She worked in them herself and learned all^④ she could because she was very sad to hear about the poor English soldiers^⑤ dying in the crowded hospital. Then she was placed^⑥ in charge of a small hospital in London.

In 1854, the Crimean War began, and^⑦ it was there that Florence Nightingale gained fame. She entered the battle area with 38 other nurses and cared for the sick and injured soldiers. There were very few supplies and very little support from the other workers. However, Nightingale insisted upon^⑧ establishing sanitary conditions and suitable nursing care for the soldiers. Her persistence^⑨ made her famous, and her dedicated service both during the day and at night, when she and her nurses made their rounds^⑩ carrying oil lamps, created a public image of "the lady with the lamp." She and her nurses saved hundreds of lives and stayed at the hospital^⑪ until the war was over.^⑫ In time the "Nightingale lamp" became the symbol of nursing. Today many schools of nursing display a model of the lamp or a picture of Florence Nightingale^⑬ carrying a lamp.

In 1860, Florence Nightingale opened the first school of nursing in England outside a hospital. Then she started to train nurses in all the hospital. Soon all the big hospitals in England had their own training schools for nurses. Hospitals became clean and cheerful places and nurses were much more skillful.

Florence Nightingale passed away at the age of 90 in London in 1910. She pioneered modern nursing methods and

did much to establish nursing as a respected profession. To-day, nurses all over the world remember Florence Nightingale.

—Adapted from “The Advanced
American Modern Nursing”

Words and Expressions

- menial [ˈmiːniəl] *a.* 乏味的, 卑下的
- undesirable [ˌʌndiˈzeɪrəbəl] *a.* 令人不快的, 不受欢迎的
- reform [riˈfɔ:m] *v.* 改造
- wealthy [ˈwelθi] *a.* 富裕的, 富有的
- cherish [ˈtʃerɪʃ] *v.* 珍爱
- be opposed to 反对, 违反
- convent [ˈkɒnvent] *n.* 女修道会, 女修道院
- nun [nʌn] *n.* 修女, 尼姑
- care for 关怀, 照顾
- insist upon 坚持
- sanitary [ˈsænitəri] *a.* (公共) 卫生的
- persistence [pəˈsɪstəns] *n.* 坚持, 持续, 持久性
- dedicated [ˈdedikeɪtɪd] *a.* 献身的
- display [dɪsˈpleɪ] *v.* 陈列, 展览
- pass away 去世, 死了
- establish [ɪsˈtæblɪʃ] *v.* 建立, 确立

Notes to the Text

1. Not until...在这种句式里, 主、谓语用倒装语序。如果是

复合句，主句中主、谓语用倒装语序。

…did…profession 为主句，故 did 置于主语 nursing 之前，应译为“直到南丁格尔改革了这种状况，护理才成为一种受人尊敬的职业。”

2. …it was that…in 1851, it 为形式主语，that 引导的是主语从句。
3. …where nuns were trained to be nurses. 为限定性定语从句，修饰 convents; were trained 为被动语态，所以 to be nurses 动词不定式短语为主语 nuns 的补足语。
4. (that) …she could (learn) 为定语从句，修饰 all，译为：…学习了她所能学到的一切东西。在从句中 that 为 learn 的宾语，省略。
5. …dying in the crowded hospital. 为分词短语作 soldiers 的定语。dying 垂死的
6. in charge of… 负责…，主管…
7. …it was there that…为强调句型，见本书语法复习部分 7。
It 与形式主语、形式宾语强调句型。
8. establishing sanitary … soldiers 为动名词短语，作 (insisted) upon 的宾语。
9. …made her famous (为 make sb. + 形容词) …使她出了名
10. …carrying oil lamps, 为分词短语作状语，表示伴随状况。
11. until the war was over 为时间状语从句，意为“…直到战争结束”。
12. In time 及时；最后，终于
13. carrying a lamp 为分词短语作后置定语，修饰 Nightingale。

2. Symbol of Professionalism

The origin of the nurses's cap is uncertain. During the Middle Ages heads were kept completely covered for protection and cleanliness.^① Many believe this was the beginning of the tradition and many believe the idea came from the habits worn by the Catholic sisters of St. Vincent de Paul, founders of many hospitals during the late 19th century.

When Florence Nightingale started her training school in 1860, she began wearing a cap of her own distinctive cap design. Since that time, each nursing school and teaching hospital has its own distinctive cap design. Some are stark and simple, some are ruffled and some have stripes to indicate rank. The hats^② worn by nurses are as varied in style as the schools^③ they come from.

The caps may vary from a gauzy, pleated pill-box style as worn by the Pennsylvania State nursing graduates to the stark simple cap with blue and orange stripes from the University of Virginia. Some schools use the cap^④ to indicate grade levels. At the University of Virginia a student nurse adds a stripe to her hat to indicate rank^⑤ as she progresses through her training.

Michael Greenberg, owner of London Uniform Shop, said there are about 75 basic cap designs, but the addition of original designs^⑥ created by the nursing institutions makes an almost unlimited number of variations. The cap worn by

Southside Regional School of Nursing is a small, bun-shaped cap which is quite simple^⑦ compared to the cap with wing-like tips worn by the graduates of the Louise Obici School.

For many years nurses were required to wear their caps but^⑧ as times change so do traditions. The caps are no longer required and in past years there was a trend toward not wearing them.

But recently^⑨ there has been a new interest in the nurses' cap and an increase in the people who feel the cap is an important part of the uniform and a major symbol of the professionalism of nursing.

——Adapted from “Nurse's Newspaper”

Words and Expressions

- symbol ['sɪmbəl] *n.* 符号, 记号; 象征, 标志
- professionalism [prə'feʃnəlizəm] *n.* 职业特性; 职业化
- origin ['ɒrɪdʒɪn] *n.* 起源, 由来, 开端
- uncertain [ʌn'sə:tn] *a.* 不确知的; 不定的
- tradition [trə'dɪʃən] *n.* 传统, 惯例
- distinctive [dis'tɪŋktɪv] *a.* 表示有别的, 有特色的
- design [di'zeɪn] *v.* 设计, 制图
- stark [stɑ:k] *a.* 十分明显的; 轮廓明显的
- ruffle ['rʌfl] *v.* 扰乱; 打扰
- stripe [straɪp] *n.* 条纹
- come from 来自, 是 (某地方) 的人
- vary (from...to) *v.* 变化, 不同

gauzy 〔'gɔ:zi〕 a. 薄轻透明的；纱罗似的
 pleat 〔pli:t〕 v. 使打褶
 bun 〔bʌn〕 n. 小圆面包
 add... (to) v. 增加，增添
 compared to 与...相比

Notes to the Text

1. Many believe this was...and many believe the idea...the habits. 为并列复合句，各分句又带有一宾语从句。believe 后的连词 that 省略。worn by...century 为分词短语作后置定语修饰 habits。founders of many hospitals 为 sisters 的同位语。
2. ...worn by nurses 和注 1 的 worn by 作用相同。The hats are as...as the schools 为比较状语从句，前部为主句，后部分为从句，译为“和...一样”。例：
 The line AB is as long as the line CD.
 AB 线和 CD 线同样长。
3. they come from 为定语从句，修饰 schools。由于 that 在从句中作 from 的宾语，故省略。
4. to indicate...levels 为动词不定式，作目的状语。
5. as...training 为时间状语从句。progress v. 进步，发展此处意为升级。through her training 指从学习开始到学习结束的全过程，此处为时间状语，译为“在整个学习过程中”。
6. created by the nursing institutions 为分词短语作 designs 的后置定语。译为“由护理机构所设计的（或所制定的）”。
7. compared to (with) 和...相比

例: Compared to many women, she was indeed very fortunate.

和许多妇女相比, 她的确非常幸运。

8. ...as times change 为时间状语从句, 指“随着时代的变化”。so do traditions 是倒装句, 意为 traditions change。
例:

“I enjoy cleaning windows at night”! “so do I”, answered the policeman.

“我喜欢夜间擦窗子”。“我也是”, 警察回答说。

He reads a lot and so do I.

他看很多书, 我也是。

9. 此句 a new interest (in) 对...感兴趣, 与...and an increase (in...) 为并列主语, 其谓语的数取决于挨它最近的主语的数, 故用 there has been (单数)。who feel...nursing 为限定性定语从句修饰 people, who feel (that) 后跟宾语从句。

3. Roles of the Professional Nurse

A professional nurse plays several roles. They are care provider, communicator, teacher, counselor, client advocate, change agent, leader, manager and researcher. These nurse roles are ways of describing the nurse's activities in practice.^①Each role is described as a separate entity for the sake of clarity. However, the roles are not in actuality exclusive of one another. In practice, several roles often coincide. For example, the nurse may^② act as a client advocate while also

caring, communicating, teaching or counseling, and acting as agent and leader.

Care provider. ^③The chief goal of the nurse in this role is to convey understanding about what is important and to provide support. The nurse supports the client by attitudes and actions^④ that show concern for client welfare and acceptance of the client^⑤ as a person, not merely a mechanical being. Caring is central to most nursing interventions and an essential attribute of the expert nurse.

Communicator. Effective communication is an essential element of all helping professions, including nursing. Communication shapes relationships between nurses and clients, nurses and support persons, and nurses and colleagues. It plays a role in every action^⑥ the nurse undertakes.

Teacher. Teaching is an interactive process between a teacher and one or more learners^⑦ in which specific learning objectives or desired behavior changes are achieved. The focus of the behavior change is usually the acquiring of new knowledge or technical skills. In health deliver system, many factors have increased the need for health teaching by nurses. Today, there is a new^⑧ emphasis on health promotion and health maintenance rather than on treatment alone; as a result, people desire and require more knowledge.

Counselor. Counseling is the process of helping a client^⑨ to recognize and cope with stressful psychologic or social problems, to develop improved interpersonal relationships, and to promote personal growth. In contrast to the

psychotherapist, the nurse counsels primarily healthy individuals with normal adjustment difficulties.^⑩ The nurse focuses on helping the client develop new attitudes, feelings, and behaviors rather than on promoting intellectual growth.

Client advocate. A client advocate is an advocate of client's rights. Advocacy^⑪ involves promoting what is best for the client,^⑫ ensuring that the client's needs are met, and protecting the client's rights. Many clients need an advocate^⑬ to protect their rights and to help them speak up for themselves.^⑭ It is believed that client advocacy is an essential nursing function.

Change agent.^⑮ A change agent is one who identifies the problem, assesses the client's motivations and capacities for change, determines alternatives, explores the possible outcomes of the alternatives, assesses resources, determines appropriate helping roles, establishes and maintains a helping relationship, recognizes the phases of the change process, and guides the client through these phases. The promotion of change is an essential component of nursing care.

Leader. The leadership role can be applied at many different levels: individual, family, groups, communities, or the larger society. At the client level, nursing leadership^⑯ is defined as a mutual process of interpersonal influence^⑰ through which the nurse helps a client^⑱ make decisions in establishing and achieving goals to improve the client's well-being.

Manager. The nurse manages the nursing care of indi-