

英汉对照

访美必读

MEDICAL LEARNING
IN NORTH AMERICA

(美) Barbara Pillsbury 著

美中教育学会丛书之一

人民卫生出版社

THE UNITED STATES-CHINA



EDUCATIONAL INSTITUTE

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陈尧光 林永福 协助整理

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Foreword

Since the open policy was put into effect in China, a lot of scholars have been proceeding to the United States to undertake advanced study. Before leaving for the states and after arrival there, they longed to know how to communicate with the people concerned and how to build good relationship with their colleagues to achieve marked results. In view of these needs, the United States-China Educational Institute and the People's Medical Publishing House solicited help from a writing group to collect a number of cases from the Chinese visiting scholars, classify them systematically and put them in good order. Now, the book MEDICAL LEARNING IN NORTH AMERICA comes out eventually. This is a valuable reference book which macroscopically not only tells us how to understand the society of North America, its educational circle and scholars but also microscopically lets us know how to get accustomed to western life, their working steps as well as how to cooperate better with our partners in a spirit of mutual understanding.

I believe this book will be very useful to Chinese scholars, especially those who are medical workers.

Congratulations on the publication of this book!

Chen Minzhang

Minister of Public Health

The People's Republic of China

15 April 1987

序

自从我国实行对外开放政策以来，很多学者赴美进修、学习。在出发以前和到达以后，他们都渴望知道如何与有关人员通信、联系，如何处好人际关系，如何才能有成效。根据这一需要，美国美中教育学会和中国人民卫生出版社，邀请我国访美学者，收集了众多的实例，系统地加以分类整理，共同编译了这本《访美必读》。这是一本很有参考价值的书，因为它从宏观着眼，告诉我们如何认识北美的社会、北美教育界、北美学者的特点；又从微观着手，使我们懂得西方的生活习惯和工作步骤、特点，以及如何取得双方更好的配合和谅解。我相信本书将对我国学者——特别是医学界的学者有很大的帮助。

我祝贺这本书的出版！

中华人民共和国卫生部部长



1987年4月

PREFACE

Medical Learning in North America was written to help Chinese visiting scholars prepare for their learning experiences in the West. Learning is the key to opening the door to another culture. To be effective in one's training program in North America, it is important to understand the Western rules for learning. This handbook will help visiting scholars with these rules.

The Western way of teaching and learning is very different from the Eastern way. In the United States and Canadian medical institutions, a greater emphasis is placed on learning by taking the initiative and being independent and self-directed. All visiting scholars are expected to be active. The responsibility for the scholars' education is on their own shoulders. This expectation is the challenge that the scholars face.

For the past seven years, we have been developing international networks of scholars and institutions that are sharing knowledge and experiences and engaging in collaborative activities. Through our experience in building these networks, we have found that the differences in learning and in developing relationships between China and North America are so great that they often become barriers to developing effective cooperation.

When a scholar visits the West, he or she has high expectations of working in a distinguished medical center under the auspices of a well-known scientist or health professional. The North American preceptor or advisor to the scholar also has a strong interest in working with his or her counterpart in China. This time is, in a sense, a "honeymoon"--a time of excitement when the scholar is introduced to new experiences, new technologies, and sophisticated techniques. And it is during this time that both sides begin to evaluate and assess each other. Is he or she a good teacher--or a good learner? How much does this person know? How effective is our communication with one another? How responsible and reliable is this person? Can I trust him or her? These and many other questions cross the minds of a visiting scholar and the North American preceptor as they interact and go through many initial experiences together. During this "honeymoon" period of about one month, the North American side will make judgments and decisions about how much effort and attention will be given to the scholar for the rest of his or her stay. In effect, the preceptor will make up his or her mind about the depth and nature of the relationship with the visiting scholar.

前 言

《访美必读》一书，是为帮助准备去北美的中国访问学者而写的。学习是打开知识大门的钥匙。要想在北美工作期间使自己得到提高，就要熟悉西方世界的学习习惯、了解其规律。本书即旨在帮助访问学者掌握这些规律。

教和学的习惯与方法，国家与国家之间多有差异。在北美的医学院校里，工作和学习要有所获，其关键在于学者要有主动性、独立性并能自我指导。这些院校期待所有访问学者都有主动性。受教育的责任应由学者自己承担。这种期待，是学者面临的挑战。

过去七年，我们发展了学者和学校的国际性网络，以交流知识和经验，并从事合作性活动。通过网络的建立，我们发现存在于东、西方相互学习及发展关系的障碍不少，有的甚至影响了今后的合作关系。

中国学者一旦来到美国，他们对能在有威望的医学中心里工作、在知名的学者领导下从事专业学习寄予很大希望。美国的学者对他们在从事类似工作也有浓厚兴趣。“蜜月”——最激动人心的时刻，一般是对中国学者介绍新经验、新技术和新仪器的时刻。在这段时间里，也是双方相互评价的时候。他是位好教师吗？或是位好学者吗？这个人知道多少？我们相互交流效益如何？这个人有多大责任心和可靠性？我可以信任他/她吗？来访学者和北美导师一经接触或初有交往时，他们的头脑里就萦绕着诸如此类的问题。在约为一个月的“蜜月”里，北美一方就将做出判断和下定决心，在访问学者求学期间，要对他/她投入多少精力。导师也要考虑他/她与访问学者的关系的深度和性质。

With the differences that exist in the cultures between China and the United States, there is also a difference in how each side evaluates and assesses the other. A visiting scholar from China might evaluate his or her preceptor or advisor as being a "good" professor if this person becomes actively involved in giving ongoing help to the scholar. The visiting scholar will feel happy to have a preceptor who arranges weekly meetings to discuss the scholar's progress and to help in deciding the next step in the training program. This criterion of being a "good" professor is not used in Western cultures. An active professor at the post-graduate level simply is not valued in North America. So even though the "honeymoon" is a time of great excitement, because of the cultural differences there are some differing perceptions of reality. These differing perceptions may become a serious problem and lead to misunderstandings and ultimately retard the potential good that could be realized by the concerted efforts of North American and Chinese health professionals in addressing serious health problems in our global community.

After years of thinking about how to bridge these cultural differences in learning and in developing relationships, we began to meet with many Chinese and North American health leaders and scholars to discuss their thoughts on this issue. In 1982, we decided upon the following strategies:

1. To write a handbook on Medical Learning in North America to help prepare visiting scholars to learn new rules of learning in the West;
2. To administer a matching program which requires both the visiting scholar and the American preceptor to communicate in detail their goals and plans before the scholar arrives;
3. To hold a two- to three-week program, the Sino-United States Workshop on Education and Culture, for visiting scholars. This workshop gives the visiting scholars first-hand experience with learning and developing their own strategies for bridging the differences in cultures between East and West.

Medical Learning in North America is a guide for visiting scholars to use in building relationships among a learning network of resource people in the West. This project began in 1982 when a group of Chinese scholars from the Beijing Medical College visited twenty-five medical institutions in North America under the administration of the United States-China Educational Institute. By documenting and analyzing their experiences, we gained an understanding of the impact of the differences in cultures on scholarly learning and cooperation. With an in-depth understanding of these issues, we sought the support of the Educational Commission for Foreign Medical Graduates to provide us with a grant for

由于中美两国的教育不同，相互评价也必有差异。中国访问学者可能把“谆谆”的教导者视为“良师”，他们可能为有一位每周会见他一次并讨论学习的进展，帮助他制订下一步计划的“良师”而喜不自禁。但在西方却不推崇这样的“良师”。仅仅局限于这种水平的人，在北美是没有用的。所以，尽管“蜜月”激奋人心，但由于文化素养不同，因而对现实的认识也不同。不同认识，可导致双方误解，阻碍友谊。但这种友谊本是可以通中美学者对共同关心的重大医学问题所作的努力而建立起来的。

通过几年对“怎样在学习和发展关系方面沟通中西方文化的渠道”这一主题的思考，我们开始与中美医药卫生界的领导人和学者会晤，讨论他们在这方面的想法。1982年，我们决定：

1. 写一本手册——《访美必读》，以帮助访问学者掌握在西方工作与学习的规律。

2. 提出一种两人互相合作的计划，即在中国学者出发以前，就与美国导师或共事者共同详细地商讨他们的目的和实施方案。

3. 举办为期2~3周的“中美文化教育交流短训班”，给访问学者以第一手材料，使他们掌握并发展个人在沟通东西方文化差别上的决策。

《访美必读》是访问学者在美建立学习交流网的指南。本书是1982年，在美中国教育学会安排下北京医科大学派出的“北美25所医学院校中国学者访问团”访美时着手编写的。通过记实和分析他们的体会，我们认识到双方在学术上学习和协作的差距。为加深这方面的认识，我们得到“国外医学毕业生教委会”的支持，并资助我们出版此书。我们感谢他们的帮助，

developing this handbook. We greatly appreciate the help of Dr. Samuel P. Asper and his colleagues, without which this project could not have been realized.

With the support of the ECFMG, we began to plan our strategy for developing this handbook. When fourteen new scholars from the Beijing Medical College were planning to visit North America in 1983 under the auspices of the Institute, we invited these visiting scholars and their preceptors to join with us in developing the material for this handbook. We also contacted other American medical professionals to explore their interest in participating in this project. We were delighted to receive an overwhelming positive response from many scholars about their interest in this project.

Paramount in our plans was the importance of gaining first-hand information from both Chinese and North American scholars who were learning, sharing, and working together. By documenting their experiences and insights about the differences in learning and ways of bridging these differences, we could propose a model and some principles that would be helpful for future scholars journeying to the West.

To begin our project, we held a two-week orientation program at the University of California at San Francisco to introduce to the visiting scholars the educational activities in a major medical center in North America. Following this orientation, we tracked the experiences of these scholars and their North American preceptors. We held two one-week seminars at three-month intervals to bring the visiting scholars and their preceptors together to discuss their thoughts and experiences about their learning in North America. For those preceptors who could not participate in the seminars, we arranged individual meetings to discuss their experiences. Finally, we were able to debrief most of the visiting scholars before they returned to China.

Through these interviews and meetings we have come to understand some of the ingredients that constitute a successful experience for a Chinese scholar in North America. By analyzing the successful cases, we learned that some visiting scholars were able to be remarkably effective in the West while maintaining their own cultural values and identity. A profile of the "successful" visiting scholars follows:

- o The visiting scholars were active and independent learners;
- o They were aware of the differing perceptions of reality due to different cultural heritages and they were realistic about what could and could not be done;
- o They had clear guidelines for problem-solving;

否则这本书将难以问世。

在上述教委会的帮助下，我们筹划编写本书的方案。当14名北京医科大学的访问学者在美中国教育学会的赞助下于1983年访美时，我们邀请这些学者和他们的导师同我们一道完成本书。我们还请一些美国医学教授提供他们感兴趣的材料。我们十分高兴得到他们积极的反应，他们对本书很有兴趣。

编写计划的关键，是向曾在一起学习、交流、工作过的中美学者取得第一手材料。根据他们的体会，和对学习与沟通差距方式的不同看法，我们草拟了一个对到西方去的学者有帮助的方案和一些原则。

在着手本书计划时，我们在旧金山加州大学举办了为期两周的定向课题学习班，为访问学者介绍了北美主要医学中心的教育活动情况。随着定向活动的继续，我们掌握了双方的体会。我们又举办了两次为期一周的讨论会，间隔期为三个月，邀请学者和导师一道参加，交流他们的想法和体会。对未能与会的导师，我们安排了个人会晤。最后，在多数访问学者回中国之前，我们详尽地询问了他们的感受。

通过会见和会议，我们逐渐懂得了中国学者在北美获得成功的因素。再通过实例的分析，我们知道中国访美学者能够取得卓越成绩、并保持自己文化价值和特点。成功要素如下：

◎ 他们是主动的和独立的学者。

◎ 他们清楚地认识到，对现实的不同观点是基于不同的文化传统。对可为与不可为，他们有现实的看法。

◎ 他们掌握解决问题的准则。

- o They established effective interpersonal networks of North American resource people to help them with their planning, their learning activities, and their analysis; and
- o They were able to determine and assess the quality of information by evaluating the content and the source of the material.

Most visiting scholars arriving in North America think that the task ahead of them is to work hard in the laboratory, to attend conferences and seminars, and to visit other medical institutions to learn about their projects. While these learning activities are important, even more significant for the visiting scholars is to be effective in their learning relationships. In one-to-one meetings, in small groups, and in large conferences, the visiting scholars are expected to be active and to express their thoughts and analyze in public, to share information, to ask insightful questions, to probe toward some specific concerns of theirs, to offer advice and assistance, and to say when they don't know something without feeling the loss of face. By being more active, the visiting scholars will learn more, will have closer relationships with their preceptors and advisors, and will have better cooperation.

The material gathered and presented in this handbook is the work of Dr. Barbara Pillsbury, a Chinese-speaking medical anthropologist. We were fortunate to have Dr. Pillsbury as the writer and as an advisor to this project. Dr. Pillsbury participated in all the meetings we had with the Chinese and American scholars, provided ongoing evaluation of the program, and was instrumental in the analysis on which this handbook is based. With her professional background and experience, she was able to bring to this work valuable insights and understanding. Dr. Pillsbury is visiting professor in the School of Public Health at the University of California, Los Angeles.

Very special thanks are also due to Dr. Albert Kuperman, Associate Dean, Albert Einstein College of Medicine and Dr. Rudi Schmid, Dean, University of California, San Francisco School of Medicine, who opened their institutions to us to hold our workshops and seminars. They also generously hosted portions of our activities. We were impressed with their strong commitment to improving the relationship between Chinese and Western health professionals. They also reviewed earlier drafts of this material and shared their thoughts on this handbook. Their assistance and input greatly enhanced this effort.

In our plans for developing and producing this handbook, we built a network of Chinese and American scholars as resource persons for gathering information. Half of this network was composed of thirteen visiting scholars who spent a year in North America and who were willing to share their candid thoughts and experiences with us. They were: Dr. Ding Guifan, Dr. Li Yinong, Dr. Li Qiyao, Dr. Lin Zhibin, Dr. Tian Gengshan, Dr. Wang Zhengang,

◎在北美的人群中，能有效地建立起个人的网络，从而为他们计划、学习和分析提供帮助。

◎他们能通过内容鉴定和材料的来源，判断信息的可靠性。

绝大多数访问学者认为，他们的任务是在实验室里努力工作，参加会谈和讨论会，参观医学院校以掌握与他们有关的知识。不错，这些活动确属必要，对那些建立学习关系取得成效的人更有意义。无论是在一对一的交谈中，在小组里，或者参加大型会议，导师都希望访问学者更主动些；能公开发表个人想法和分析意见；互相传递信息；提一些有远见的问题；探索他们特别关心的课题；提建议和提供帮助；说出对什么问题还不了解而不感到羞愧。访问学者越主动，他学得就越多，与导师、顾问的关系就越密切，并有更好的协作关系。

本书的主要部分选自Barbara Pillsbury博士的著作，她是位谙汉语的人类学家。我们有幸邀请Pillsbury担任本书的作者和顾问。她参加了我们召集的中美学者的历次会议，并对本书的编写提出了建设性意见及有价值的分析，这就是本书的基础。她以自己卓越的专业知识和经验，使本书具有远见性和有价值性的内容。Pillsbury是洛杉矶加州大学公共卫生学院的访问教授。

我们还衷心感谢Albert Einstein医学院院长助理Albert Kuperman博士、加利福尼亚大学旧金山医学院院长Rudi Schmid。感谢他们为我们提供了学校的场所，让我们举办了短训班和讨论会。他们还慷慨地招待了我们。他们对促进中西方卫生专业工作者间的关系有着强烈的责任感，这给我们留下了深刻的印象。他们还阅读了本书的初稿，并提出了对这本书的想法。他们的援助和支持，明显地提高了工作效率。

为了编写这本书，我们还建立了中美学者网络，作为搜集信息的人源。网络的一半是由十三名访问学者组成。他们在北美生活了一年，愿意向我们提供真实的想法和体会。他们是丁桂芬、李益农、李齐耀、林质彬、田庚善、王振刚、王德炳、张惠荣、郑俊华、郑特、周爱儒、周士梅和周宗灿医师。我们网

Dr. Wang Debing, Dr. Zhang Huirong, Dr. Zheng Junhua, Dr. Zheng Te, Dr. Zhou Airu, Dr. Zhou Shimei, and Dr. Zhou Zongcan. The other half of our network was composed of the preceptors and advisors of the visiting scholars: Dr. Michael Allen, Dr. I.M. Arias, Dr. Geoffrey Cordell, Dr. Betty Diamond, Ms. Jane Fant, Dr. Harry Fong, Dr. Robert Friedman, Dr. Anthony Garro, Dr. Thomas Haines, Dr. Rick Lloyd, Dr. Robert Messer, Dr. Ron Nagel, Richard Perkins, Dr. Irmin Sternlieb, Dr. Robert Strickland, and Dr. Warren Winkelstein.

In addition to these scholars and preceptors. the following advisors helped us in the planning of our project: Dr. Robert Anderson, Dr. Gary Arsham, Ms. Linda Catron, Professor Chen Yaoguang, Professor Chien Mingzhi, Dr. Donald Cohon, Dr. Ben Davis, Mr. Lance Dublin, Dr. Fred Dunn, Dr. George Foster, Dr. Neil Halfon, Dr. Ji Xunchan, Ms. Barbara Koenig, Dr. Lin Shanyan, Ms. Jane Lurie, Dr. Sulamith Potter, Mr. Ed Shen, Ms. Lisa Spivey, Mr. Tian Ke, Ms. Karen Wong, Dr. Kathleen Vian, Ms. Xiao Huiyun, Ms. Xu Xiaowei, and Dr. Zhang Hongmin.

The American scientists and health professionals who generously gave their time and provided talks and assistance to us during the orientation program and seminars were: Dr. Everett Ai, Dr. David Altman, Dr. Gary Arsham, Dr. Dorothy Bainton, Dr. Barbara Gastel, Dr. Stella Ling, Dr. Alan Margolis, Dr. Leonard Meiselas, Dr. Robert Ockner, Dr. Charles Rogerson, Dr. Todd Sack, Dr. Barbara Sharp, Dr. Jerome Steiner, Dr. Pearl Toy, Ms. Nissi Wang, Dr. Wang Chingchung, Ms. Christine Wilson, and Dr. Yang Jentsi.

Dr. Barbara Gastel and Dr. Barbara Sharp also contributed to the materials in the appendices. Dr. Sharp prepared the material on abbreviations, which are so important to medical communication and understanding. Dr. Gastel helped us in understanding the role that medical communication plays in the sharing of knowledge between two cultures. She also provided us with portions of the teaching material that she had prepared for her scientific communication course at the Beijing Medical College (now called Beijing Medical University).

We received full cooperation and support for our project from the Chinese Ministry of Public health, the Shanghai Municipal Health Bureau, and the Beijing Medical University. We are very grateful for their support and assistance. They provided us with a financial support and a great deal of guidance in the development of our work. We also wish to thank the People's Medical Publishing House, who unselfishly cooperated with us on the printing and translation of this work. Finally, we wish to acknowledge Professor Chen Yaoguang and Professor Lin Yongfu for their help as reviewers for this handbook. To all these people we are deeply indebted for their contribution in helping us develop better relationships between Chinese and American scientists and health

络的另一半是由访问学者的导师和顾问组成，他们是Michael Allen、I. M. Arias、Goeffrey Cordell、Betty Diamond医师、Jane Fant女士、Harry Fong、Robert Friedman、Anthony Garro、Thomas Haines、Rick Lloyd、Robert Messer、Ron Nagel医师、Richard Perkins、Irmin Sternlieb、Robert Strickland、Warren Winkelstein医师。

除上述学者和导师外，下列顾问也帮助我们计划过这本书：Robert Anderson、Gary Arsham医师、Linda Catron女士、陈尧光Chien Mingzhi教授、Donald Cchon医师、Ben Davis博士、Lance Dublin女士、Fred Dunn、George Foster、Neil Halfon、Ji Xunchan医师、Barbara Koenig女士、Lin Shanyan医师、Jane Lurie女士、Sulamith医师Potter博士、Ed Shen女士、Lisa Spivey女士、Tian Ke先生、Karen Wong女士、Kathleen Vian医师、Xiao Huiyun、Xu Xiaowei女士及Zhang Hongmin博士。

在我们举行短训班和讨论会期间，抽时间给我们讲课并帮助过我们的美国科学家和卫生专业工作者有：Everett Ai、David Altmen、Gary Arsham、Dorothy Bainton、Barbara Gastel、Stella Ling、Alan Margolis、Leonard Meiselas、Robert Ockner、Charles Rogerson Todd Sack、Barbara Sharp、Jerome Steiner、Pearl Toy医师、Nissi Wang小姐、Wang Ching hung医师、Christine Wilson女士及Yan Jentsi医师。

Barbara Gastel和Barbara Sharp博士还为附录提供了材料。Sharp将此材料搞成了缩写的形式。这对医学上的沟通和理解是非常重要的。Gastel还帮助我们认识到，医学往来起到了交流两国文化的作用。她还给我们提供了她在北京医学院（现在的北京医科大学）时准备的科学交流课程的全部教学材料。

本书汉语的翻译、审订和整理，由王枫林先生、徐威先生、杨紫霜医师、孟昭美医师、姬放医师承担。姬放为责任编辑。

professionals. Through this project, we hope to come one step closer to more effective cooperation among an international health network in China and in the United States.

Hanmin Liu, D.D.S., Ph.D.
Project Director
United States-China Educational
Institute

Dong Mianguo M.D.
Director, Chief Editor
People's Medical Publishing House
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