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世纪高职高专教材

Modern Nursing English Course

现代护理英语教程

■ 何祖佳 主编



科学出版社

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科学出版社

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内 容 简 介

本书是根据教育部《高职高专教育英语课程基本要求》和全国医学专业英语教学大纲的精神组织编写的,供已完成高职高专基础英语学习的护理专业学生继续学习专业英语使用。

本书共15个单元,每个单元围绕一个主题,由学习目标、课文部分及其读前提问、生词、注释、练习及阅读材料组成,内容新颖,题材广泛,紧扣医院实际护理活动,充分体现了现代护理英语的特点,突出了现代护理科学的特色。特别对话部分以医护情景为题材,以护士为主要角色,句子浅显实用;精心设计了医护应用文写作练习,突出了医护应用文的阅读与写作训练。课文参考最新原版图书,语言地道,实用性强。书后增设6项附录,便于查阅。文章难易适中,编排循序渐进,便于教学。

本书适用于具有英语基础知识的护理专业学生使用,也可供在职护理人员学习专业英语使用。

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前 言

本书是根据教育部《高职高专教育英语课程基本要求》和全国医学专业英语教学大纲的精神组织编写的,供已完成高职高专基础英语学习的护理专业学生继续学习专业英语使用。其目的是在巩固基本词汇和语法知识的基础上,重点进行医护英语会话、阅读和写作训练,培养学生在实际护理活动中综合应用英语的能力。

本书的编写,以当代教育的最新理论为指导,总结了过去传统式医护英语教学的经验,把会话、精读、泛读、写作等分科教学内容归于一书,将外语教学的新模式与现代护理科学的新观念、新知识融为一体,使其体系新颖、内容充实,充分体现了现代护理英语的特点,突出了现代护理科学的特色,注重了思想性、科学性、先进性和实用性,强化了以学生发展为本的理念,适应个性化教学与自主性学习的实际需要。

本书共 15 单元,可供 80 学时使用。每个单元围绕一个主题,设有对话、课文、生词、注释和练习。对话以医护情景为题材,以护士为主要角色,句子浅显实用。课文部分设有读前提问,通过提问,复习与课文相关的知识而引入课文学习;文章多取自原版图书,题材广泛,体裁多样,语言准确地道,实用性强。练习部分除包括句型操练、课文理解、基础训练等习题外,还精心设计了医护应用文写作练习,突出了医护应用文的阅读与写作训练;练习的最后部分是阅读材料,此题可根据课时和学生的水平选择使用。根据护理专业学习和应用的需求,书后增加了 6 项附录,便于学生查阅。

在编写过程中,我们参阅了大量的有关资料,对这些资料的作者、提供者表示诚挚的谢意。编者所在单位的领导和同事以及科学出版社给予了我们大力支持、指导和帮助,在此一并致以衷心的感谢。

高职高专护理英语教材的编写是一种新的尝试,加之时间紧迫和编者水平有限,书中错漏之处,在所难免,恳请使用本教材的同仁批评指正。

编 者

2005 年 1 月

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Unit One

Learning Objectives

1. Learn to use the vocabulary of this unit, especially the following words and expressions: allergy to, associate with, respond to, be restored to, regain health, reach therapeutic goals, rather than.
2. Learn to guide patients in English in the registration office.
3. Understand the role and function of the nurse.
4. Learn to write the birth certificate.
5. Master the key language points and grammatical structures in the text.

Dialogue

In the Out-patient Department

Nurse: Hello. What can I do for you?

Patient: Is this the registration desk?

Nurse: Yes. Do you have a registration card?

Patient: No. This is my first visit.

Nurse: Well, here is a medical card. Please write on it your full name in block letters.

Patient: Yes. Is this all right?

Nurse: Ok. Your age and your occupation, please.

Patient: 42 and I am engineer.

Nurse: Are you married?

Patient: Yes.

Nurse: What's your address?

Patient: I live at 2418 Greystone Road. My telephone number is double five, zero, one, two, three, four. Extension six, seven, eight.

Nurse: Please pay for the registration.

Patient: Here is the money.

Nurse: Here is your receipt and change.

Patient: Thank you. But which department shall I register with?

Nurse: What's the problem?

Patient: I've got a rash all over my body. It itches badly all the time and I have some lumps on my arms.

Nurse: I think you'd better see a dermatologist first. If necessary we'll transfer you to the physician.

Patient: Which way do I go?

Nurse: Go up to the second floor, and you'll see it sign-posted to the right. Give the doctor your registration card.

Patient: Oh, good. Thank you very much.

New Words and Expressions

out-patient [ˈaʊtˈpeɪfənt] *n.* 门诊病人

registration [ˌredʒɪsˈtreɪʃən] *n.* 注册, 报到, 登记

block [blɒk] *n.* 木(金属)印板

block letters 印刷体

occupation [ˌɒkjʊˈpeɪʃən] *n.* 职业, 工作

engineer [ˌendʒɪˈniə] *n.* 工程师

receipt [riˈsi:t] *n.* 收据

change [tʃeɪndʒ] *n.* 零钱

dermatologist [ˌdɜːməˈtɒlədʒɪst] *n.* 皮肤病学家

rash [ræʃ] *n.* 皮疹

itch [ɪtʃ] *vi.* 发痒

transfer [trænsˈfɜː] *vt. vi.* 转移

physician [fɪˈzɪʃən] *n.* 医生; 内科医生

sign [saɪn] *n.* 招牌; 标记; 指示牌

post [pəʊst] *vt.* 布置

Text

The Role as a Nurse

Pre-reading questions

1. What are the roles of contemporary nurses?

2. What role is central to all nursing roles?

Contemporary nursing requires that the nurse possess knowledge and skills in a variety of areas. In the past the principal role of nurses was to provide care and comfort as they carried out specific nursing functions, but changes in nursing have expanded the role to include increased emphasis on health promotion and illness prevention, as well as concern for the client as a whole. The contemporary nurse functions in the interrelated roles of care giver, decision maker, protector and client advocate, manager, rehabilitator, comforter, communicator and teacher.

Care Giver

As care giver, the nurse helps the client *regain health through the healing process*. Healing is more than just curing a specific disease, although treatment skills that promote physical healing are important to care givers. The nurse addresses the holistic health care needs of the client, including measures to restore emotional and social well-being. The care giver helps the client and family set goals and meet those goals with a minimal cost of time and energy.

Decision Maker

To provide effective care, the nurse uses decision-making skills throughout the nursing process. Before undertaking any nursing action, whether it is assessing the client's condition, giving care, or evaluating the results of care, the nurse plans the action by deciding the best approach for each client. In some situations the nurse makes these decisions alone or with the client and family, and in other cases the nurse works with other health care professionals.

Protector and Client Advocate

As protector, the nurse helps maintain a safe environment for the client and takes steps to prevent injury and protect the client from possible adverse effects of diagnostic or treatment measures. Confirming that a client does not have an allergy to a medication and providing immunization against disease in a community-based practice are examples of the nurse's protective role.

In the role of client advocate, the nurse protects the client's human and legal rights and provides assistance in asserting those rights if the need arises. For example, the nurse may provide additional information for a client who is trying to decide whether to accept treatment. The nurse may also defend clients' rights in a general way by speaking out against policies or actions that might endanger clients' well-being or conflict with their rights.

Manager

Nurses coordinate the activities of other members of the health care team, such as nutritionists and physical therapists, when managing the client's total care. Nurses must also manage their own time and the resources of the practice setting when concurrently providing care to several clients. Differentiated practice models offer nurses opportunities to make decisions about their career paths. In a differentiated practice setting, nurses can choose between roles as managers of patient care or as associate nurses who carry out the care manager's decisions. As managers, nurses coordinate and delegate care responsibilities and supervise other health care workers.

Rehabilitator

Rehabilitation is the process by which individuals return to maximal levels of functioning after illness, accidents, or other disabling events. Frequently clients experience physical or emotional impairments that change their lives, and the nurse helps them adapt as fully as possible. Rehabilitative activities range from teaching clients to walk with crutches to help clients cope with lifestyle changes often associated with chronic illness.

Comforter

The role of comforter, caring for the client as a person, is a traditional and historical one in nursing and has continued to be important as nurses have assumed new roles. Because nursing care must be directed to the whole person rather than simply the body, comfort and emotional support often help give the client strength to recover. While carrying out nursing activities, nurses can provide comfort by demonstrating care for the client as an individual with unique feelings and needs. As comforter, nurses should help the client reach therapeutic goals rather than encourage emotional or physical dependence.

Communicator

The role of communicator is central to all other nursing roles. Nursing involves communication with clients and families, other nurses and health care professionals, resource persons, and the community. Without clear communication, it is impossible to give care effectively, make decisions with clients and families, protect clients from threats to well-being, coordinate and manage client care, assist the client in rehabilitation, offer comfort or teach. The quality of communication is a critical factor in meeting the needs of individuals, families and communities.

Teacher

As teacher, the nurse explains to clients concepts and facts about health, demonstrates procedures such as self-care activities, determines that the client fully understands, reinforces learning or client behavior, and evaluates progress in learning. Some teaching can be unplanned and informal, such as when a nurse responds to a question about a health issue in casual conversation. Other teaching activities may be planned and more formal, such as when the nurse teaches a client with diabetes to self-administer injections. The nurse uses teaching methods that match the client's capabilities and needs and incorporates other resources, such as the family, in teaching plans.

Career Roles

The preceding roles and functions apply to all nurses in most practice settings. Career roles, on the other hand, are specific employment positions. Because of increasing educational opportunities for nurses, the growth of nursing as a profession, and a greater concern for job enrichment, the nursing profession offers expanded roles and different kinds of career opportunities. Examples of career roles include nurse educators, clinical nurse specialists, nurse practitioners, certified nurse-midwives, anesthetists, administrators and researchers. Additional nonclinical roles include risk managers, quality assurance nurses, and product consultants.

New Words and Expressions

- client ['klaɪənt] *n.* 顾客, 病人, 委托人
interrelated [ˌɪntəˈrɪleɪtɪd] *a.* 相关的
advocate ['ædvəkeɪt] / ['ædvəkeit] *n.* 提倡者, 拥护者 *vt.* 提倡, 拥护
rehabilitator [ˌriːhəˈbɪlɪteɪtə] *n.* 提供康复者; 康复师
rehabilitate [ˌriː(h)əˈbɪlɪteɪt] *vt.* 修复; 使恢复, 康复
address [əˈdres] *vt.* 从事, 忙于做 *n.* 地址
holistic [həʊˈlɪstɪk] *a.* 整体的
restore [rɪsˈtɔː] *vt.* 恢复
well-being ['welˌbiːɪŋ] *n.* 平安, 幸福, 福利, 兴盛
minimal ['mɪnɪməl] *a.* 最小的, 极微的
undertake [ˌʌndəˈteɪk] *vt.* 从事, 承担; 许诺
assess [əˈses] *vt.* 评估, 估定
evaluate [ɪˈvæljueɪt] *vt.* 评价, 估价
approach [əˈprəʊtʃ] *n.* 方式, 方法, 通路

- professional [prə'feʃənl] *n.* 专业人员 *a.* 专业的
- adverse [ˈædvə:s] *a.* 不利的, 相反的
- diagnostic [ˌdaɪəɡ'nɒstɪk] *a.* 诊断的
- treatment [ˈtri:tmənt] *n.* 治疗, 处理, 对待
- allergy [ˈælədʒi] *n.* 敏感症, 过敏; 变态反应
- medication [ˌmedi'keɪʃən] *n.* 药物治疗
- immunization [ˌɪmjuːnaɪ'zeɪʃən] *n.* 免疫
- community [kə'mju:nɪti] *n.* 社区, 团体
- legal [ˈli:ɡəl] *a.* 法律上的, 合法的
- assert [ə'sə:t] *vt.* 断言, 声称
- defend [di'fend] *v.* 防护, 辩护
- endanger [ɪn'deɪndʒə] *vt.* 使受危险, 危及
- nutritionist [njuː'trɪʃənɪst] *n.* 营养学家
- therapist [ˈθerəpɪst] *n.* 临床医学家
- setting [ˈsetɪŋ] *n.* 框架; 背景, 环境
- concurrently [kən'kʌrəntli] *ad.* 同时发生地, 一致地
- differentiate [ˌdɪfə'renʃieɪt] *v.* 区别, 区分
- opportunity [ˌɒpə'tju:nɪti] *n.* 机会, 时机
- delegate [ˈdelɪɡɪt] *n.* 代表 *vt.* 委派……为代表
- responsibility [rɪsˌpɒnsə'bɪləti] *n.* 责任, 职责
- supervise [ˈsju:pəvaɪz] *v.* 监督, 管理, 指导
- maximal [ˈmæksɪməl] *a.* 最大的, 最高的
- impairment [ɪm'peɪəmənt] *n.* 损害, 损伤
- adapt [ə'dæpt] *v.* (使) 适应
- rehabilitative [ˌrɪ:hə'bɪlɪtətɪv] *a.* 使复原的
- crutch [krʌtʃ] *n.* 拐杖
- associate [ə'səʊʃieɪt] *n.* 同伴, 伙伴 *vt.* 联想, 联合 *vi.* 交往
- chronic [ˈkrɒnɪk] *a.* 慢性的 *n.* 慢性病患者
- assume [ə'sju:m] *v.* 假定, 设想
- recover [ri'kʌvə] *v.* 痊愈, 复原
- demonstrate [ˈdemənstreɪt] *v.* 示范, 证明; 示威
- individual [ˌɪndɪ'vɪdʒuəl] *n.* 个人, 个体
- unique [juː'ni:k] *a.* 惟一的, 独特的
- therapeutic [θerə'pjʊ:tɪk] *a.* 治疗的
- dependence [dɪ'pendəns] *n.* 依靠, 依赖
- critical [ˈkrɪtɪkəl] *a.* 关键的; 危急的

- concept [ˈkɒnsɛpt] *n.* 观念, 概念
- procedure [prəˈsiːdʒə] *n.* 程序, 手续, 过程
- reinforce [ˌriːɪnˈfɔːs] *vt.* 加强, 加固, 增强
- behavior [biˈheɪvjə] *n.* 举止, 行为
- respond [rɪsˈpɒnd] *v.* 反应, 回答, 响应
- issue [ˈɪʃuː] *n.* 引起讨论的问题; 发行, 出版
- casual [ˈkæʒjuəl] *a.* 偶然的, 临时的
- diabetes [ˌdaɪəˈbiːtɪz] *n.* 糖尿病
- self-administer [ˌselfədˈmɪnɪstə] *v.* 自行用药
- injection [ɪnˈdʒɛkʃən] *n.* 注射, 注射剂
- capability [ˌkeɪpəˈbɪlɪti] *n.* 能力
- incorporate [ɪnˈkɔːpəɪt] *a.* 合并的, 一体化的
- precede [priˈsiːd] *vt.* 领先, 在……之前 *vi.* 在前面
- specific [spiˈsɪfɪk] *vt.* 特异性的
- employment [ɪmˈplɔɪmənt] *n.* 雇用, 使用
- enrichment [ɪnˈrɪtʃmənt] *n.* 丰富, 浓缩
- clinical [ˈklɪnɪkəl] *a.* 临床的
- specialist [ˈspeʃəlist] *n.* 专门医师, 专家
- practitioner [prækˈtɪʃənə] *a.* 实习者; 开业医生
- certified [ˈsəːtɪfaɪd] *a.* 被证明的, 被鉴定的; 持有证书的
- nurse-midwife [nɜːsˈmɪdwaɪf] *n.* 助产士
- anesthetist [æˈniːθetɪst] *n.* 麻醉师
- assurance [əˈʃʊərəns] *n.* 承诺, 保证
- consultant [kənˈsʌltənt] *n.* 顾问医师; 会诊医师

Exercises

Improve your speaking skills

I. Read the following aloud.

1. What can I do for you?
2. Which doctor do you usually see?
3. The doctor is examining the patient, please wait outside the door.
4. I'm sorry you have to wait for another ten minutes.
5. I'm sorry to have kept you waiting.

II. Practice saying the following sentences, using the details given in the box.

1. Here is your

receipt.
medical card.
prescription.

2. What's

your trouble? wrong with you? problem?
--
3. I think you'd better see a

dermatologist. internist. surgeon.
--
4. I've got a rash

all over my body. on my arms. on my back.

5. He suffered from

lobar pneumonia a high fever headaches
--

 last week.

Check your understanding

III. Answer the following questions.

1. How does the nurse help the client regain health as care giver?
2. What's the difference between the roles of protector and client advocate?
3. Why is the role of communicator for a nurse central to all other nursing roles?
4. What is rehabilitation?
5. What is the main idea of this article?

IV. Choose the best answer according to the text.

1. The roles of contemporary nurses are _____.
A. care giver, decision maker, and protector
B. manager, rehabilitator, and client advocate
C. comforter, communicator, and teacher
D. all of the above
2. The traditional and historical roles in nursing are care giver and comforter.
A. True
B. False
3. The nurse acts as a protector and client advocate and defends client's rights by _____.
A. sending information in public
B. keeping silence against any questioning
C. speaking out against policies or actions which might be harmful to their rights.
D. writing letters to their supervisor
4. As managers, nurses coordinate and delegate care responsibilities and supervise other health care workers.
A. True
B. False

A. Comforter
B. Teacher
C. Protector
D. Communicator

V. Fill in the blanks with the words given below. Change the form if necessary.

- VI. Close .**

VII. Translate into English.

- ### Practise your writing skills

Birth Certificate

This is to certify that Li Ming (male) was born on February 24, 1955 in Shanghai, China, to Li Wei, father and Wang Ying, mother.

(Photo)

Notary Public Office
The People's Republic of China
(sealed)
Notary Public
(sealed)

Dated the 9th. day of December, 1999

Develop your reading skills

Supplementary reading

Observing the Code of Ethics for Nurses

Ethical behavior means doing what you ought to do because it is right and consistent with good and moral conduct. As a member of the nursing team, a patient/nursing assistant will be expected to subscribe to the same high standard that professional nurses and health care providers do. Nursing has a Code for Nurses that outlines the values, norms, and ideas of the profession. It provides guidance for conduct and a framework within which to look at and evaluate nursing actions. As a nursing assistant, you should observe this code for ethical behavior.

Patients derive their images of the nursing service primarily from the behavior of the individuals with whom they come in contact. All members of the nursing team must adhere to standards of personal ethics that reflect credit on the nursing profession. Members of the nursing team are responsible for their individual conduct in accord with the professional standards of care. Each member of the health care team has the ability to positively or negatively influence the individuals with whom they come in contact.

Practicing high ethical behavior does more than reflect well on the patient's opinion of the nursing profession. It will help you personally improve the status of the nursing assistant. A patient or visitor who observes a conscientious, willing, and honest nursing assistant will think well of that person and the entire nursing staff. All members of the nursing team must adhere to standards of personal ethics that will reflect credit on the nursing profession. The following is an example of the Code of Ethics.

Code of Ethics

1. Be conscientious in the performance of your duties. This means do the best you can.
2. Be generous and sensitive in helping your patients and your fellow workers.
3. Carry out faithfully the instructions you are given by your immediate supervisor.
4. Perform only procedures that you have been educated to do or that are on (or below) the level of duties /responsibilities listed in your job description.
5. Respect the right of all patients to beliefs and opinions that might be different from yours.

6. Let the patient know that it is your pleasure, not just your job, to assist him or her.

7. Try to demonstrate that you are sincere in your involvement in the care of a human being. Always show that the patient's well-being is of the utmost importance to you.

8. Do not accept tips from patients. You are expected to do a good job for the salary paid by your employer. Graciously decline any tips offered and reassure patients they do not need to offer tips to receive or reward good care.

New Words and Expressions

code [kəʊd] *n.* 法典, 法规; 规则, 准则

ethical [ˈeθɪkəl] *a.* 伦理的; 道德的

ethic [ˈeθɪk] = ethical

ethics [ˈeθɪks] *n.* 伦理学; 道德观; 道德标准

behavior [biˈheɪvjə] *n.* 举止, 行为; (待人) 的态度

consistent [kənˈsɪstənt] *a.* 坚固的; 一致的, 连贯的

moral [ˈmɔːrəl] *a.* 道德上的; 精神上的

conduct [ˈkɒndʌkt] *n.* 行为, 品行, 举动

subscribe [səbˈskraɪb] *v.* 捐助; 同意,

framework [ˈfreɪmwɜːk] *n.* 框架

derive [dɪˈraɪv] *vt.* 取得, 得到

image [ˈɪmɪdʒ] *n.* 形象; 印象; 想像

adhere [ədˈhɪə] *vi.* 坚持

reflect [rɪˈflekt] *v.* 反射; 反映, 表现

credit [ˈkredit] *n.* 信任, 相信; 信誉, 声望

positively [ˈpɒzɪtɪvli] *ad.* 断然地, 肯定地

negatively [ˈnegətɪvli] *ad.* 否定地, 消极地

conscientious [ˌkɒnʃiˈenʃəs] *a.* 认真的; 诚心诚意的

Comprehension check: True or False

1. Ethical behavior means keeping promises and doing what you should do.
2. Nursing provides guidance for conduct and a framework within which to look at and evaluate nursing actions.
3. Practicing high ethical behavior will help to improve the status of the nursing assistant.
4. The nurses should carry out faithfully the instructions given by the immediate supervisor.
5. The nurse should accept tips from patients.