



全国普通高等教育护理学本科专业“十二五”规划教材

English for Nursing

护理专业英语

供护理、涉外护理专业用

主编 关青

江苏科学技术出版社



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出版说明

为了适应我国普通高等教育护理学专业教学工作的开展,全面提高专业人才的培养质量,深入贯彻落实《国家中长期教育改革和发展规划纲要(2010~2020)》,服务于医疗教育体系改革,深入贯彻教育部、卫生部2011年12月联合召开的“全国医学教育改革工作会议”精神,以《教育部、卫生部关于实施护理学教育综合改革的若干意见》《教育部、卫生部关于实施卓越医生教育培养计划的意见》和《教育部、卫生部、国家中医药管理局关于规范医学类专业办学通知》为指导,凤凰出版传媒集团江苏科学技术出版社作为长期从事教育出版的国家一级出版社,于2012年5月组织全国40余家高等医学院校开发了这套护理学本科教育教学改革“十二五”规划教材。

该套教材包括基础课程、专业课程40种,部分教材还编写了相应的配套教材。其编写特点如下:

1. 打造我国护理学教育的主干课程 本套教材的编写,遵循护理学专业教育培养目标和专业认证标准,紧密结合护理本科教育教学改革成果,体现素质教育和创新能力与实践能力的培养,努力为学生知识、能力、素质协调发展创造条件,同时也为其他层次护理学教育及教材编写提供科学的依据。

2. 体现教材的延续性 本套教材仍然坚持“三基”(基础理论、基本知识、基本技能)、“五性”(思想性、科学性、先进性、启发性、适用性)、“三特定”(特定对象、特定要求、特定限制)的原则要求。同时强调内容的合理安排,深浅适宜,适应护理学本科教学的需求。

3. 体现当代医学科学先进发展成果的开放性 这套教材汲取了国内外最新版本相关经典教材的新内容,借鉴了国际先进教材的优点,结合了我国现行临床实践的实际情况和要求,并加以创造性地利用,体现了护理学专业教学的核心思想和特点,反映了当今医学科学发展的新成果。

4. 强调临床应用性 本套教材摒弃了传统空洞不实的研究性知识,做到了基础课程与专业课程紧密结合,临床课程与工作实践无缝链接,深化学生对所学知识的理解,力求面向临床、服务于临床。

5. 强调了全套教材的整体优化 本套教材不仅追求单本教材的系统 and 全面,突出专业特色,更是强调了全套教材的整体优化,注意到了不同教材内容的联系和衔接,避免遗漏和重复。

6. 突出教材个性 本套教材在保证整体优化的前提下,强调了各教材的个性,技能性课程突出了技能培训;人文课程增加了知识拓展;专业课程则增加了案例导入和案例分析。

7. 兼顾教学内容的包容性 本套教材编者来自全国40余所院校,教材的编写,兼顾了不同类型学校和地区的教学要求,注重全国范围的代表性和适用性。内容涵盖了国家护师资格考试大纲的知识点,可供全国不同地区不同层次的学校使用。

8. 紧贴教学实际 各科均根据学校的实际教学时数编写,强调内容的合理安排,深浅适宜,文字精炼,利于学生对重要知识点的掌握,适应本科教学的需求。在不增加学生负担的前提下,根据学科需要,部分教材采用彩色印刷,以提高教材的成书品质和内容的可读性。

这套教材的编写出版,得到了广大医学院校的大力支持,作者均来自各学科教学一线,具有丰富的临床、教学、科研和写作经验。相信本套教材的出版,必将对我国当下本科护理学教学改革和专业人才培养起到积极的推动作用。

全国普通高等教育护理学本科专业“十二五”规划教材

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前 言

《护理专业英语》作为一门基础语言学科，在护理专业中发挥着重要作用。医学没有国界，很多前沿医学护理知识和专业术语都是以英语形式由国外引入，作为护理专业学生，应该不断提高英语学习水平和语言表达能力，从而更好地提升自身综合能力。随着我国护理学的快速发展，护理界的国际学术交流日益频繁，这对培养高层次护理人员的高等医药院校英语教学提出了更高的要求。为了深入贯彻教育部、卫生部2011年12月联合召开的“全国医学教育改革工作会议”精神，努力提高学生护理专业英语的交流能力和专业知识的接受能力，我们编写了这本《护理专业英语》。


本教材的编写，历经数次论证，收集了国内20余所医学院校护理专业师生对传统教材的使用意见，吸收了当前护理英语教育的先进方法和专业前沿知识，结合当前护理发展现状，充分考虑到了本科护理学生的思维方式特点，借鉴了国内外不同版本护理英语教材的精华，编写了这本特别强调实用性的专业英语教材。

本教材共分四个部分，包括17个单元和3个附录。教材的编写以英、美等国家护理现状为场景、以护理程序为主线，由构词法、疾病护理、案例教学、情景护理会话、写作等构成的案例教学模式是本书的最大亮点，不仅有利于学生熟悉专业英语在实际工作中的应用，而且有利于学生运用评判性思维分析国内外护理程序的使用与对护理现状的把握。正文部分包括英国、美国护理及教育现状、医疗法律、常见疾病的护理、护理文书表格的使用等内容，每一场景之后都穿插了以护理程序为框架的技能型练习，帮助学生树立对病人从生理—心理—社会—文化方面实施系统的整体护理及人文关怀的现代护理理念。每章后还针对课文内容编写了美国注册护士考试练习题，并附参考答案，以便读者测试自己对习题的理解程度。附录部分添加了美国执业护士考试介绍、医学专业术语缩略语及习题答案等内容。

教材在全面表达国外先进护理理念的基础上，注重语言的本土化、口语化；融对话、阅读、能力测试于一体，为培养具有国际视野与业务能力的高级专业护理人员奠定了基础。本教材可供护理专业本科生、研究生以及护理专业教师使用，也可作为临床护理人员自学专业英语的参考书。

护理专业英语教学一直在不断发展、提高，参与编写的所有编者尽管都付出了很大的努力，难免存在缺憾，恳请前辈、同道不吝赐教。

关 青



The Structure of the Book and How to Use It

Because the emphasis is on practice rather than instruction, the book consists mostly of exercise. There is a little passive reading but a lot of texts offered for reading and comprehension are simultaneously exercised for practicing grammar and vocabulary so that the reader stays as actively engaged as possible.

Almost all the exercises can be self-checked. However, there are also exercises called “Further Practice” which are open to individual styles of note-writing and cannot therefore be self-checked. Teachers might find ‘Further Practice’ exercises a useful classroom tool.

Texts, exercises and vocabularies get harder as the book progresses. Contents in the second part of the book are organized into medical themes rather than language items, so that things like verb tenses, prepositions and articles are practiced throughout book-not in any one particular spot.

Guan Qing



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Brief Introduction About Health Service in US/UK

Unit 1 Health-care Settings in US/UK

I Text

UK Hospitals Need Foreign Nurses

At the beginning of 2002, there were between 8000 and 17 000 nursing vacancies in NHS (National Health Service) hospitals.

Because it is not possible to fill these vacancies with UK nationals, the NHS has to recruit nurses from abroad. At present, foreign nurses and midwives from at least 24 different countries are registered in the UK. Amongst other places, they come from Finland, Ireland, Germany, Spain, eastern Europe, South Africa, Australia, Malaysia, the Philippines, Singapore and New Zealand.

Between 35 000 and 40 000 foreign nurses are currently working in the UK, which is 10% of the total number of nurses employed by the NHS. The NHS receives 1000 new enquiries every week. At the moment, only 35% of foreign applicants are accepted at their first attempt. Nurses from countries outside the European Union (EU) have to take an adaptation course before they can be registered. Many applicants are rejected until they improve their English language skills.

Nurses are leaving countries where they are also badly needed and some countries are asking the UK not to take any more of their nurses. NHS Trusts have agreed only to recruit from countries where there is a clear nursing surplus.

A spokeswoman for the NMC (Nursing and Midwifery Council) said, "we are currently looking at ways we can fast-track some applicants without compromising existing standards."

Exercise 1a

From your reading of "UK Hospitals Need Foreign Nurses" answer the following questions. In each question the choices of a, b and c are all correct, but one is better than the others. Choose which best expresses the meaning of the text.

1. In the first paragraph, how many nursing vacancies are there?

- a. As many as 17 000.

- b. As few as 17 000.
- c. Not more than 17 000.

2. In the second paragraph, the overseas nurses and midwives

- a. come from various countries.
- b. come from more than one country.
- c. come from all over the world.

3. In the third paragraph, _____.

- a. Some applicants are turned down
- b. Some applicants are not accepted
- c. A lot of applications are refused

4. In the third paragraph, _____.

- a. English language skills are rather important for the job
- b. English language skills are useful for the job
- c. English language skills are essential for the job

5. In the fourth paragraph, _____.

- a. NHS Trusts don't want nurses from countries where they are already badly needed
- b. NHS Trusts have refused to accept nurses from countries where they are badly needed
- c. NHS Trusts have responded to requests from some countries not to recruit from them

 **Exercise 1b**

The following words appear in the text. Adapt them to fit the spaces in the sentences.

vacancy compromise fast-track suffer reject surplus

- a. It is important not _____ standards.
- b. The need is urgent. So some candidates can be _____.
- c. The NHS has been _____ staff shortages for a long time.
- d. It will be a long time before _____ are all filled.
- e. A _____ applicant can still apply the following year.
- f. It is only fair to recruit from countries with a _____ of nurses.

Agency Nurses: a Sticking Plaster Solution

The situation in the hospitals has led to a stressed workforce that suffers poor morale and to a profession that is not attractive to potential new recruits. The gaps in staffing are filled by the extensive use of private agency staff. This is expensive, sometimes very expensive. One hospital manager in the north of England said, "The situation has become so bad that some NHS Trusts in Leeds were paying private agency nurses to travel from London (about 200 miles) because they were unable to recruit nurses from the local area."

He said, "In the past, hospitals used agency nurses to top up nursing levels, but now we have no alternative but to rely on them day to day to make sure we are adequately staffed. We are very short of

money but we're having to pay private nurses very high rates of pay just to keep wards open."

"To attract nurses back into the NHS, they must be paid properly and be able to combine work with family responsibilities. We're doing things like trying to get people who are out of nursing practice back in getting out to supermarkets and holding road shows, offering term-time contracts, job shares, and generally work more flexibly than in the past. But this all takes time and our problems are now."

In the meantime, the hospitals have to find nurse cover. Often, that comes from temporary nurses. They are of two kinds — bank nurses who are a pool of NHS nurses, and nurses from commercial agencies. Hospitals tend to have their own "bank", made up of nurses who work at the hospital and who want to do extra shifts or simply work part time as and when shifts come up. The fear has been raised that temporary nurses are working in areas with which they are unfamiliar, and placing patients at risk.

One ward sister said, "We have had people turn up for duty when, in the opinion of the ward sister, they have not been competent in that area. So they have been sent back to the agency." she also said that at her hospital, they have had to increase pay rates for specialist areas such as cardiology and intensive care, because agencies are offering huge incentives to staff to go to London and work for them there.

In an interview with the BBC, Liz Jenkins, Assistant General Secretary of the Royal College of Nursing (RCN) pointed out that "in addition to the fact that employing an agency nurse costs more than employing a staff nurse, when you get too many agency nurses, you get no continuity of care. The patient in their bed sees a different person every day who doesn't understand their condition, who may not even know much about the hospital they work in."

Exercise 1c

Using words which are in the vocabulary lists following the previous two texts, complete the following sentences. The words will have to be changed in some small way (the first one is done as an example).

The ward began to fill up and by eight o'clock the queue had _____ into the corridor. (meaning: what happens when there is no space)

Answer: The ward began to fill up and by eight o'clock the queue had overflowed into the corridor.

- She had no idea about how to do the job and was sacked for being _____. (meaning: not able to work effectively)
- Low pay is never a good _____ to work hard. (meaning: a reward which encourages or motivates you)
- She has worked in this post for a _____ period of four years. (meaning: unbroken)
- Because of the many problems in the NHS _____ nurses is very difficult. (meaning: keeping staff)

Exercise 1d

Here is a summary of what you have just read. The articles (a, an, the, some) have been left out. Complete the summary with putting a word into each space (if necessary).

_____ nurses are finding it difficult working in _____ NHS hospitals. _____ Wards are overcrowded and understaffed. There is _____ problem with recruitment and training and, in order to adequately staff _____ wards, many hospitals have to use _____ agency nurses, which means not only do they have to pay more, but _____ standard of patient care is lowered.

II Further Practice

Nursing Process

Links: Nursing process is a modified scientific method. Nursing practice was first described as a four-stage nursing process by Ida Jean Orlando in 1958. It should not be confused with nursing theories or health informatics. The diagnosis phase was added later.

Nursing process uses clinical judgement to strike a balance of epistemology between personal interpretation and research evidence in which critical thinking may play a part to categorize the clients issue and course of action. Nursing offers diverse patterns of knowing. Nursing knowledge has embraced pluralism since the 1970s.

Nursing process basically has five steps: assessment, diagnosis, planning, implementation and evaluation. These steps are cyclic, overlapping and interrelated.

The nursing assessment is an organized and dynamic process involving three basic activities: systematically gathering data, sorting, organizing and validating the data collected, and documenting the data in a retrievable format. And all phases of the nursing process depend on the accurate and complete collection of data. There are two types of data—subjective and objective. Subjective data refers to symptoms that the patients describe, e.g. “I cannot do anything for myself”. And it can also be obtained from the family, significant others, health care team members and health records. Objective data are the signs that can be observed, measured and verified, e.g. swollen joints. The five steps are as follows:

1. Assessment The purpose of the assessment is to establish a database about the patient’s perceived needs, health problems and responses to these problems, related experiences, health practice, goals, values, lifestyles and expectations from the health care system. The information contained in the database is the basis for developing nursing diagnosis and planning individualized nursing care.

2. Diagnosis The second step is diagnosis. A nursing diagnosis is a clinical judgment about individual, family, or community responses to actual and potential health problems and life process. Once you have identified the patient’s problems related to his health status, you formulate a nursing diagnosis for each of them. The nursing diagnosis are categorized by a system commonly referred to NANDA (North American Nursing Diagnosis Association). The nurses choose a nursing diagnosis from the NANDA list which most closely describes the patient’s problem related to his health status, such as impaired physical mobility, risk for altered body temperature, etc. This might be a current problem or a potential problem, which needs to be addressed. It can even be a problem that relates to his family rather than to him alone such as the family’s inability to cope with lifestyle changes necessitated by the patient’s illness. After formulating specific nursing diagnosis, the nurse uses critical thinking skills to establish priorities for the patient’s diagnosis by ranking them in order of importance. Priorities are established to help the nurse anticipate and sequence nursing interventions when a patient has multiple problems or alterations. Maslow’s hierarchy of needs can be one useful method for designating priorities. Basic physiology and safety needs are usually first priority.

3. Planning Planning is made to provide consistent, continuous care that will meet the patient’s unique needs. It includes patient goals and nursing orders. Patient goals describe the desired result of nursing care. For example, what will the patient do to resolve or lessen the problem identified in the nursing diagnosis? And by when will this be accomplished? Setting goals to improve the outcomes for the patient is a primary focus of the nursing process, and they should be clear, concise, observable, measurable and