



全国普通高等医学院校护理学类专业“十三五”规划教材
(供护理学类专业用)

护理专业英语

- ◎ 主 编 刘殿刚
- ◎ 副主编 易 平 刘 宇 徐春捷



中国医药科技出版社



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内 容 提 要

本书是全国普通高等医学院校护理学类专业“十三五”规划教材之一，全书共16个单元，每个单元均由Passage A、Passage B和Supplementary Reading三篇阅读材料组成课文，内容涉及护理学基本原理、中西护理史观及发展现状、护理学理论与伦理、护理流程、护理教育与培训、护理医学常识、各类疾病及患者的护理技巧、护士与医生及患者沟通方法等。每篇阅读材料后面均注有出处或参考书目，供读者查阅原文时参考。此外，每个单元还附有教学目标、单词表和注解，涵盖语言难点及知识要点，并配有不同形式的练习题。每篇阅读材料后面的理解问答题、词汇题及结构练习题均围绕课文内容以读、写、译等多种形式展开，具有一定的系统性、知识性与实用性。本书可供全国普通高等医学院校护理学类专业的学生使用，也可作为广大英语爱好者和医护工作者作为学习英语的辅助读物。

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全国普通高等医学院校护理学类专业“十三五”规划教材

出版说明

为面向全国省属院校本科护理学专业教学实际编写出版一套切实满足培养应用型护理学人才需求和“老师好教、学生好学及学后好用”的护理学类专业教材，在教育部、国家卫生和计划生育委员会、国家食品药品监督管理总局的支持下，根据教育部高等教育教学改革精神，以及培养临床实用型人才、提高护理实践能力等护理人才培养要求，在全国普通高等医学院校护理学类专业“十三五”规划教材建设指导委员会专家的悉心指导下，中国医药科技出版社组织全国近110所省属高等医学院校为主体的具有丰富教学经验和较高学术水平的600余位专家教授历时1年余的编撰，本套教材即将付梓出版。

全套教材包括护理学类专业理论课程教材共计34门。将于2016年8月由中国医药科技出版社出版发行。主要供全国普通高等医学院校护理学类专业教学使用，也可供医药卫生行业从业人员学习参考。

本套教材定位清晰、特色鲜明，主要体现在以下方面：

1. 切合院校教学实际，突显教材针对性和适应性

在编写本套教材过程中，编者始终坚持从全国省属医学院校护理学类专业教学实际出发，并根据培养应用型护理人才的需求和医疗机构对护生临床护理实践能力、沟通交流能力、服务意识、敬业精神等要求，结合国家护士执业资格考试新要求，同时适当吸收护理行业发展的新知识、新技术、新方法，从而保证教材内容具有针对性、适应性和权威性。

2. 强化护理能力培养，满足应用型人才培养需求

本套教材的内容和体系构建着眼于理论与实践相结合、人文社科及护理与医学相结合，强化培养学生实践能力、独立分析问题和解决问题的评判性思维能力，满足以能力为本位的高素质、强能力、精专业、重实践的应用型本科护理学人才培养需求。

3. 创新教材编写模式，增强内容的可读性实用性

在遵循教材“三基、五性、三特定”的建设规律基础上，引入“案例引导”模块内容，同时设计“学习目标”“知识链接”“知识拓展”“考点提示”“本章小结”“目标检测”等模块，以增强教材内容的可读性和实用性，更好地培养学生学习的自觉性和主动性以及理论联系实际的能力、创新思维能力和综合分析能力。

4. 搭建在线学习平台，立体化资源促进数字教学

在编写出版整套纸质教材的同时，编者与出版社为师生均免费搭建了与每门纸质教材相配套的“爱慕课”在线学习平台（含电子教材、教学课件、图片、微课、视频、动画及练习题等教学资源），使教学内容资源更加丰富和多样化、立体化，更好地满足在线教学信息发布、师生答疑互动及学生在线测试等教学需求，促进学生自主学习，为提高教育教学水平和质量，实现教学形成性评价等和提升教学管理水平提供支撑。

编写出版本套高质量教材，得到了全国知名专家的精心指导和各有关院校领导与编者的大力支持，同时本套教材专门成立了评审委员会，数十位专家对教材内容进行了认真审定并提出了宝贵意见，在此一并表示衷心感谢。出版发行本套教材，希望受到广大师生欢迎，并在教学中积极使用本套教材和提出宝贵意见，以便修订完善，共同打造精品教材，为促进我国护理学专业教育教学改革和人才培养作出积极贡献。

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2016年7月

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前言

PREFACE

《护理专业英语》是全国普通高等医学院校护理学类专业“十三五”规划教材之一，本教材依据《大学英语教学指南》（教育部高等教育司 2015 年）的要求，坚持“以 ESP 应用为目的”的原则编写，是专门为护理专业学生编写的基础英语教材，旨在从培养应用型人才的目标出发，结合护理专业学生毕业后的岗位工作实际，力求为他们提供未来工作岗位所需的专业英语知识和护理专业技能，培养学生运用护理英语交际的能力。

本教材共 16 个单元，每个单元均由 Passage A、Passage B 和 Supplementary Reading 三篇阅读材料组成课文。教材内容涉及面广，包括护理学基本原理、中西医护理史观及发展现状、护理学理论与伦理、护理流程、护理教育与培训、护理医学常识、各类疾病及患者的护理技巧、护士与医生及患者沟通方法等。本书在练习部分设计了护理工作常用的各种情境问答题和翻译题，根据具体情境不同，设置了门诊护理、日常护理、基础护理、手术前后护理、急诊护理、重症护理、妇产科护理、病后康复护理、中医护理和整体护理等练习题。在编写过程中，编写组成员遵从护理学专业教育特点及学生学习需求，将大学公共英语与专业英语相结合，提高学生护理英语交际能力，以增强其就业竞争力。同时，编写组成员秉承认真负责的态度，仔细审阅，不断修改完善。希望通过本教材的学习，学生不仅能学到语言知识和语言技能，而且还能逐步建立良好的语言学习习惯，扩大他们的知识面，让学生初步体验到适应不同文化环境时所需要的一些生存技能，培养他们良好的道德观以及在工作与研究中与人诚信合作与创新的意识。

本教材的阅读部分资料主要来源于国内外典籍、书刊杂志等，我们对这些资料给中国学生接触和学习护理英语带来的诸多便利深表感谢！同时，在编写过程中，我们还得到护理学专家的悉心指导、部分医学院校同行的无私帮助，在此一并表示由衷的感谢。由于时间仓促及编写者护理专业知识有限，本教材难免存在不足之处，恳请广大师生和读者批评指正。

编者

2016 年 3 月

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Unit 1 What Is Nursing?

Objectives

1. Know the definition of nursing.
2. Explore the nature of nursing and different perspectives about nursing.
3. Describe the overview of the professional self-concept of today's nurses.

Passage A

Pre-reading Questions

- What is the primary responsibility of nurses?
- How do nurses build the public image?

Today's Nurses: Public Image, Self-concept and Professional Identity

Although Florence Nightingale saw nursing as an independent profession that was not subordinate but equal to the medical profession. For a long time nursing was seen as inseparable from the medical profession. The medical (male) dominance strongly influenced the role development, the image and the position of nurses. Previous studies on this subject show that nurses have always been strongly aware of their subordination to the medical profession and are still experiencing high levels of dissatisfaction with their professional status.

Self-concept is closely related to professional self-concept, which is a prerequisite for the vocational and academic development of the identity of a profession. Professional identity and self-concept can undergo changes due to interactions with colleagues, other healthcare professionals and patients. Work environment and work values can also play a role in this respect. Education and the acquisition of knowledge are likely to have an impact on nurses' job satisfaction and self-concept. Furthermore, international differences in traditional, cultural and social values need to be taken into account when measuring nurses' professional identity and self-concept.

Defining image, self-image, self-concept and professional identity

With respect to the self-concept of nurses, in specific, we rely on the definition of "nurses' self-concept can be defined as information and beliefs that nurses have about their roles, values and behaviors". The Social Identity Theory of Tajfel and Turner argues that the self-concept of an individual or a group (e.g. nurses) is derived from the perceived image of the group by society. Self-concept (the way we think about ourselves) can be used as an umbrella term, with self-image (the way we see ourselves), self-esteem (the way we feel about ourselves) and self-presentation (the way we present ourselves to

others) as underlying concepts. We choose to use the concept of self-concept because it applies mostly to the professional self (the profession), rather than to the psychological self (the person). Therefore, it can be linked to professional identity. Nurses' professional identity is defined as "the values and beliefs held by nurses that guide her/his thinking, actions and interactions with the patient."

Work environment and work values

Work environment and work values were mentioned as factors of influence on nurses' professional identity. Nurses learn from their work experiences and professional interaction with colleagues, in particular, is highly valued. Through interaction with other nurses, they learn things about nursing and about themselves and working as a nurse may also contribute to their personal growth and self-concept. The Swedish nurses mentioned that they develop their professional identity through interaction with other nurses and by sharing their experiences in a narrative and reflective way. Nurses develop a professional identity through the skills, knowledge and values inherent in their profession. It is also showed that working as nurses maintains and enhances their self-concept, both as nurses and as persons.

Education and career choice

Next to work environment, education and the presence of preceptors also contribute to nurses' job satisfaction and self-concept. Although nurses see themselves as well-trained professionals, the public still sees nursing as a low-status profession that is subordinate to the work of physicians, does not require any academic qualifications and lacks professional autonomy. But in a study on Israeli nurses, Ben Natan and Becker found a positive correlation between the image of nursing and the decision of students to choose a nursing career. They found that the more positive the image of nursing was, the higher the chance that students would opt for a nursing career. With respect to education, nurses are described as being knowledgeable and skilled and more nurses who hold a doctoral degree are mentioned than in the past.

Traditional values, culture and gender

The nursing profession continues to suffer from the influence of traditional values and cultural and social norms with respect to gender and professional status. Nursing is still seen as a feminine, caring sub-professional occupation rather than a profession. Nursing was, and sometimes still is, portrayed as a female profession, with nurses playing supporting roles to physicians and occupying a subordinate position with regard to decision-making and delegating tasks. Studies show that the public in various countries has a strong tendency to regard nurses as "subordinate to doctors" or as "the doctors' shadow".

Caring

Caring was the most commonly identified factor of influence on the development of nurses' self-concept and professional identity. The nursing profession is strongly associated with caring, both by the public and by nurses themselves. Today's nurses try to gain recognition for the importance of caring in a society where caring is undervalued. Nurses are viewed by the public as feminine and caring professionals, but they are not recognized as leaders or independent healthcare professionals. Nurses believe that the primary responsibility of nurses is to perform nursing care for patients and to ensure their patients' well-being.

Implications for nurses

Around the world, nurses are educated to develop nursing theories and conceptual models, con-

duct nursing research and test nursing theories. As a result, nursing is becoming more scholarly. The public needs to become aware that nursing research exists and that it is important for patient health. This awareness, in turn, will have a positive effect on the public image of nursing and will empower nurses. However, the public image of nursing is, to a large extent, affected by the invisibility of nurses and the way they present themselves. Ineffective communication skills influence the public perception of nurses. Nurses should work harder to communicate their professionalism to the public and they need to make clear what they really do. As nurses see caring for patients as a core value in nursing practice, it is important to demonstrate to the public that this entails more than just sitting by the patient's bedside. Nurses could use discourse and new (social) media to present their profession to the public.

Conclusion

It is given an overview of the current state of affairs with regard to public image, self-concept and professional identity of nurses. The findings show a rather diverse picture of the actual view of the public on the nursing profession. Furthermore, traditional cultural and social values determine the way the public perceives the nursing profession. The self-concept of nurses and their professional identity are determined by many factors, including public image, work environment, work values, education and culture. Professional development of nurses could also be realized by sharing their work experiences with other nurses.

(1063 words)

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New Words

- subordinate [sə'bɒdɪnət] adj. lower in rank or importance 从属的; 次要的
- inseparable [ɪn'seɪprəbl] adj. not capable of being separated 分不开的; 不可分离的
- dominance ['dɒmɪnəns] n. superior development of one side of the body 主导地位, 优势; 统治
- image ['ɪmɪdʒ] n. a visual representation (of an object or scene or person or abstraction) produced on a surface 图像, 影像; 想象; 肖像
- status ['stetəs] n. the relative position or standing of things or especially persons in a society 地位; 状态; 重要身份
- identity [aɪ'dentəti] n. the distinct personality of an individual regarded as a persisting entity 身份; 同一性, 一致
- prerequisite [ˌpri'rekwəzɪt] n. something that is required in advance 先决条件
- vocational [və'keɪʃənl] adj. of or relating to a vocation or occupation; especially providing or undergoing training in special skills 职业的, 行业的
- academic [ˌækə'demɪk] adj. associated with academia or an academy 学术的; 理论的; 学院的
- undergo [ˌʌndə'ɡoʊ] vt. go through (mental or physical states or experiences) 经历, 经受; 忍受
- acquisition [ˌækwɪ'zɪʃən] n. the act of contracting or assuming or acquiring possession of something 获得
- interaction [ˌɪntə'rækʃn] n. a mutual or reciprocal action; interacting 相互作用
- inherent [ɪn'hɪrənt] adj. existing as an essential constituent or characteristic 固有的, 内在的; 与生俱来的, 遗传的
- enhance [ɪn'hæns] vt. increase 提高; 加强; 增加
- preceptor [ˌpri:septə] n. a practicing physician giving practical training to a medical student 指导医师
- autonomy [ɔ'tanəmi] n. the control or government of a country, organization, or group by itself rather than by others 自治
- correlation [ˌkɒrə'leɪʃən] n. a reciprocal relation between two or more things 相关, 关联; 相互关系
- norms [nɔ:ms] n. a standard or model or pattern regarded as typical 标准, 规范
- portray [pɔr'treɪ] vt. represent in a painting, drawing, sculpture, or verbally 描述, 描绘
- delegate ['delɪgət] vt. transfer power to someone 委托; 委派...为代表
- conceptual [kən'septʃuəl] adj. being or characterized by concepts 概念上的, 概念的
- conduct [kən'dʌkt] vt. direct the course of; manage or control 管理; 引导; 表现
- empower [ɪm'paʊə] vt. give or delegate power or authority to 授权, 允许; 使能够
- perception [pə'seɪʃən] n. the process of perceiving 知觉, 感觉; 看法; 洞察力
- discourse ['dɪskɔ:s] n. extended verbal expression in speech or writing 论述; 演讲
- diverse [daɪ'vɜ:s] adj. many and different 不同的; 多种多样的
- perceive [pə'si:v] v. to become aware of through the senses 察觉, 感觉; 感知; 认识到
- overview ['ovə'vjʊ] n. a general summary of a subject 综述; 概观

Phrases

- take into account 把...考虑在内
- in specific 特别是, 尤其是
- derive from 起源于..., 源于...
- be linked to 与...相联系; 与...连接起来
- opt for 选择; 做出抉择
- be associated with 与...相结合; 与...有联系
- to a large extent 在很大程度上

Comprehension

I. Answer the following questions.

1. How is nursing profession defined traditionally?
2. What are the self-concept and the professional identity of nurses?
3. What is the relationship between nurses' self-concept and their work?
4. What is the primary responsibility of nurses?
5. What should the public and nurses do in order to improve the conceptual models of nurses?

II. Decide whether the following statements are true or false.

- _____ 1. Nurses should subordinate to doctors without making any decision.
- _____ 2. Self-concept is fundamental in medical profession.
- _____ 3. Professional knowledge will greatly affect nurses' self-concept.
- _____ 4. In nursing career, practical skills are superior to education.
- _____ 5. To some extent, the lack of public image of nurses owes to the ineffective communication in practice.

Vocabulary

III. Fill in the blanks with the words or phrases given below. Change the form if necessary.

healthcare	inherent	vocational	empower	prevention
subordinate	diagnose	identity	opt for	derive from

1. The doctor _____ the illness as type 2 diabetes.
2. It is self-evident that we have _____ great pleasure _____ studies.
3. We have not really been taking advantage of the _____ capability we have.
4. They could _____ the new flat tax or they could file under the old system.
5. Herbs for the _____ of coronary heart disease can be found everywhere in this area.
6. Patients and caregivers will play an important role in the evolution of _____ and digital health.
7. The business team should have the right to establish its own culture and _____.
8. The program aims to _____ women to lead lives without violence, and boost their self-esteem.