

高等院校专业英语教材
安徽省高等学校质量工程教材建设项目

English for Nursing

护理英语

主 编 姚 蓓 郭书法



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前 言

◇ 编写背景

全面推进课程思政建设是落实立德树人根本任务的战略举措,也是全面提高人才培养质量的关键举措。在高等院校的各种专业人才培养方案中,如何在护理专业课程中融入思政元素,培养符合新时代要求的高素质护理人才,是该课程教师们共同关心的问题。因此,编写一本具有丰富课程思政元素的教材势在必行。

高等院校护理专业学生在完成大学通用英语阶段的学习之后进入护理专业英语的学习。这一阶段的学习内容与护理专业结合紧密,课堂上听说读写译的教学活动皆围绕医疗护理相关主题展开。因此,本阶段的学习目标相较于通用英语学习更为明确和有针对性:1)提升学习者将来在护理工作中的英语语言运用能力;2)在护理科研领域用英语进行文献阅读、翻译和写作的能力;3)通过课程思政元素的融入提升职业道德修养和综合素养,为国家医疗机构提供高素质护理专业人才,培养德智体美劳全面发展的社会主义建设者和接班人。

◇ 教材特色

(1)多环节融入课程思政元素,全书选材涉及医护人名言、体现护理职业精神和医学人文关怀的阅读篇章、著名护士生平事迹介绍等,以达到让学生形成良好的职业道德与素养的人才培养目标。

(2)每单元主题以基础护理为框架,兼顾内外科护理、社区护理、安宁疗护、护患沟通等领域,力争体现专业性、实用性和时代性,以满足学生的学习需求及职业发展需求。

(3)各部分练习形式多样,难易程度充分考虑了护理专业学生的学情特点,同时也兼顾学生参加全国医护英语水平考试(METS)的需要。

(4)重视医护专业术语的学习,帮助学生提高用英语进行专业文献阅读及学术写作的能力。

(5)编写团队具有丰富的护理专业英语及医学专业英语教学经验,在编写的各个环节从专业角度进行审核把关,保证了教材的准确度和专业性。

◇ 内容概要

本教材共12个单元,内容涵盖基础护理、内外科护理、社区护理、安宁护理、护患沟通等领域。每单元包括5个部分。第一部分为视频导入,通过观看与主题相关的小视频并完成练习,进行课前热身。第二部分为听说基本功操练,包括一篇听力材料和二至三篇情景对话,设置了

问答、判断对错、角色扮演等听力和口语练习。第三部分为主题阅读,含两篇文章:第一篇是与单元主题密切相关的基础知识,第二篇围绕主题选择了一些具有医学人文色彩的篇章。两篇文章篇幅基本在千字左右,适合课堂教学的开展。文章后设置了篇章内容理解、重点词汇及短语运用、批判性思维练习等。第四部分为语言技能强化,包括医护常用缩略语、计量单位、翻译和写作训练等。第五部分为医学术语,以人体系统为框架,介绍本系统常见词根与词缀,并辅以充分的练习加以巩固。另外,每单元最后设置了“著名护士”的小模块,介绍一位古今中外影响力较大的杰出护士,以楷模的力量熏陶、激励未来的护理从业者。

本教材编写依托安徽省质量工程项目“教材建设(2022jcjs080)”“新医科课程思政建设示范中心(2021kcszsfzx014)”以及“专业英语省级教学团队(2020jxt168)”,是一本能切实符合时代要求、满足新医科背景下医学人才培养需求的护理专业英语教材。

本教材主要供医学院校护理专业本科生学习使用,也适用于有志提升护理专业英语实用能力和科研水平的医疗机构护理人员及其他社会人士。

教材在编写过程中难免有疏漏和不当之处,恳请使用者及时反馈并提出宝贵意见。

编者
2023年1月



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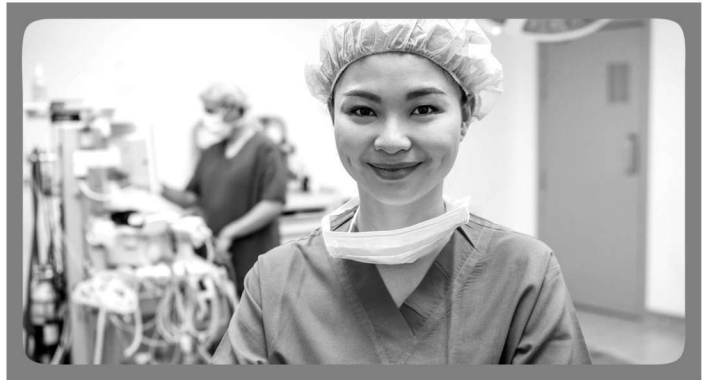
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Unit 1

The Development of Nursing

“I attribute my success to this: I never gave or took any excuse.”

—*Florence Nightingale*

“Constant attention by a good nurse may be just as important as a major operation by a surgeon.”

—*Dag Hammarskjöld*

“Every nurse was drawn to nursing because of a desire to care, to serve, or to help.”

—*Christina Feist-Heilmeier*

Part 1 Lead-in Video



Task 1 Video watching

Watch the video “Nurses Change Lives” and fill in the missing information in the table.

Occasion or Disease	Condition Then	Until...
◇ The Crimean War	More soldiers died from 1. _____ than in battle.	A nurse introduced 2. _____ practices still in use today.
◇ Polio	It was standard practice to strap down and 3. _____ patients.	A nurse discovered that 4. _____ and physical 5. _____ had far better results.
◇ Jaundice	A leading cause of 6. _____ death.	A nurse found a few hours of 7. _____ could actually cure the condition.
◇ AIDS	Patients were kept 8. _____ and alone.	Nurses defied 9. _____ and embraced them with 10. _____.
◇ Ebola	The disease was thought by many to be too 11. _____ to treat.	A student nurse used what she had 12. _____, garbage bag and dark tape, protect herself so that she could 13. _____ others.
◇ Cerebral Palsy	14. _____ many patients of their ability to speak.	A nurse gave them back their 15. _____.



Part 2 Listening & Speaking



Task 2.1 Listening practice



Listen to a report titled “Was It Worth It?” and answer the following questions according to what you’ve heard.

1. What’s the problem that puzzles Lynn after 44 years of sacrifice and devotion as a nurse?

2. What disease does Lynn suffer from right now?

3. Who is Nicole? When did Lynn and Nicole first meet each other?

4. What is the relationship between Lynn and Nicole?

5. Do you think it is just a coincidence for Nicole to become a nurse?



Task 2.2 Situational dialogues

Read the following dialogues aloud, and then act them out in pairs.

Dialogue 1: Meeting patients in hospital

N: Hello, may I help you? I’m Nurse Lee.

P: Yes, please. I have a severe headache. I need to see someone. Where do I have to go?

N: You need to see a neurologist. The Neurology Department is on the fourth floor. The elevators and stairs are over there in the corner, but you need to register first.

P: Thank you. Can you tell me how I do that?

Dialogue 2: Giving directions for registration

P: Excuse me, where do I queue up to register?

N: (*Pointing to the line*) This is the line for new patients. The registration fee will be 5 yuan. Please pay over there, and they will give you a registration card. Fill it in and then bring it to me.

(*After the patient finishes those, he takes it back to the desk.*)

N: What's the problem?

P: I have had a cold since yesterday morning and I feel wretched.

N: In that case, I suggest you'd go to the medical department.

P: Well, thank you. Where do I go?

N: Go up to the second floor, and you'll see it signposted to the left. Give the doctor your registration card.

P: By the way, is it very busy?

N: Today you're lucky.

Dialogue 3: Receiving outpatient

P: I am Mr. Mark. I have an appointment with the doctor for a stomach ache.

N: Hello, Mr. Mark. Since you are a new patient, you have to fill out this registration form.

P: I can't read Chinese.

N: I'll help you. In this part write your address and phone number and here write down your emergency contact. Here write your date of birth. This section is your medical history. Have you been hospitalized or had surgery before?

P: No.

N: Do you have diabetes, heart disease, or high blood pressure?

P: I have high blood pressure.

N: Do you take anything for it?

P: Yes, I've eaten bill and a Chinese herb.

N: Do you smoke or drink?

P: I smoke 5 cigarettes per day, but only drink beer on holiday.

N: Do you have any drug allergies?

P: No.

N: The doctor will ask you more questions.

(*After the doctor examines Mr. Mark, he writes a prescription for some antacid.*)

N: Here is the prescription and the bill. First go to the cashier and pay the bill, then go to the pharmacy and pick up the medicine. Will you need another appointment?

P: No, I'm going to call and make one in two weeks if it doesn't get better. Thank you.



Words & Expressions

neurologist /njʊəˈrɒlədʒɪst/	n. a doctor who studies and treats diseases of the nerves 神经病学家;神经科医生
neurology /njʊəˈrɒlədʒi/	n. the scientific study of nerves and their diseases 神经学;神经病学
register /ˈredʒɪstə(r)/	v. to enter or record in an official list as being in a particular category, having a particular eligibility or entitlement, or in keeping with a requirement 登记;注册;挂号
registration /ˌredʒɪˈstreɪʃn/	n. the action or process of registering or being registered 登记;注册;挂号
wretched /ˈretʃɪd/	adj. feeling ill/sick or unhappy 感到不适的;难受的;不愉快的
hospitalize /ˈhɒspɪtəlaɪz/	v. to send sb. to a hospital for treatment 送(某人)入院治疗
surgery /ˈsɜ:dʒəri/	n. medical treatment of injuries or diseases that involves cutting open a person's body and often removing or replacing some parts; the branch of medicine connected with this treatment 外科手术;外科学
diabetes /ˌdaɪəˈbi:tɪz/	n. a medical condition caused by a lack of insulin, which makes the patient produce a lot of urine and feel very thirsty 糖尿病
herb /hɜ:b/	n. a plant whose leaves, flowers or seeds are used to flavour food, in medicines or for their pleasant smell 药草;香草
allergy /ˈælədʒi/	n. a medical condition that causes you to react badly or feel ill/sick when you eat or touch a particular substance 过敏反应;过敏症
prescription /prɪˈskrɪpʃn/	n. an instruction written by a medical practitioner that authorize a patient to be issued with a medicine or treatment 处方;药方
pharmacy /ˈfɑ:məsi/	n. a shop/store that sells medicines and drugs 药房;药店
queue up	排队等候



Task 2.3 Role play

Make your own conversations with your classmates on the following topics, and then swap the roles.

1. Meet a patient and give directions.
2. Give instructions to a new patient on how to register.
3. Receive an outpatient.

Part 3 Theme Reading

Passage A

History of Nursing—How Has It Evolved?

Nursing is one of the very few **professions** that has remained consistently at the heart of society since its **inception**. Whilst the ages of industrialization and computerization have transformed—and indeed, removed—various vocations, the history of nursing has seen nurses become only more vital in the fabric of a fully-functioning human civilization. This makes the history of nursing a fascinating topic to study.

The origins of nursing

Nursing has always been at the center of **humanity**, with people tending to others and caring for the sick and **vulnerable**. However, it wasn't until the height of the Roman Empire¹—around 300 when it was officially recognized as a profession. During this period, imperial forces decided to establish a hospital within every town under its rule, and hired nurses in each of these institutions to support doctors. This developed throughout the Byzantine era². The hospitals carried out a number of roles, including housing lepers, refugees and injured citizens. Due to the huge demand for services and lack of **stratified hierarchies**, nurses' roles were complex, involving a wide range of responsibilities.

500—600: nursing and the church

Beginning around 500 to 600, medical care in Europe came under the **dominion** of the Catholic church. Hospitals were instructed to care for the sick, regardless of their nation of origin or religious **affinity**. This was successful for a few hundred years before the institutions began to **decay** around 800. In Spain, Emperor Charlemagne³ decided to restore the hospitals with the latest medical equipment and ordered that each cathedral and

monastery in Europe should contain a hospital. This significantly increased the number of nurses across the continent.

This continued throughout the 10th and 11th centuries, with nurses providing patients with any form of care they required or requested—even if it was not necessarily within the bounds of medical services. The model spread throughout Europe and came to be seen as a standard to which nurses should treat their patients. It also became customary during this time for nurses to travel to neighboring towns to make house calls, in a similar way to how community nurses do today.

Mid-1000s: nursing as public service

The mid-1000s saw a rise in what were known as “**charitable** houses”. These institutions differed significantly from church and monastery hospitals, largely because they served wealthy patients. The richest of the parents were provided with alms and other medicines, which were used in burial preparations. This effectively introduced a new era of nursing.

1800s—1900s: Florence Nightingale

The 1800s saw the age of one of the most influential figures in modern nursing: Florence Nightingale. As most nurses will know, Florence Nightingale began her career as a nurse in the Crimean War⁴, treating soldiers in battle during the 1850s. At this time, nursing was becoming increasingly vital due to the need for treatment for soldiers on the front line.

Then, deaths from injuries gained in warfare were **rife** because of the low **hygiene** standards that caused **infections**. Realizing this to be the case, Nightingale requested aid from the British government to create better hygiene standards in the battlefield and the hospital, causing deaths from infections to **plummet** rapidly. The entirety of Nightingale’s **impactful** career was spent campaigning for **sanitary** patient conditions—principles which heavily inform the foundations of modern nursing.

In 1860, Nightingale solidified her **legacy** by opening the first ever nursing school in London—the Florence Nightingale School for Nurses. For the first time, nurses were able to be trained in standardized care procedures, beginning the process of regulating healthcare around the world.

WWI and the nursing boom

1887 saw the foundation of the British Nurses Association, a union of nurses who

