***Olena Semenog***

*Sumy A. S. Makarenko State*

*Pedagogical University, Ukraine.*

***Olena Kravchenko***

*Cherkasy Medical Academy*

**LINGUVOCULTURAL ASPECTS OF PROFESSIONAL ETHICS**

**IN MEDICAL EDUCATIONAL INSTITUTION**

 Deep ecological and spiritual crisis phenomena, processes, events affect on the national picture of the world of personality, transforming the fundamental ethical values, moral norms and ideals, “blurry” previous ideas about good and evil and humanity. The general principles of morality in accordance with the conditions of professional activity are specified in professional ethics. This concept is considered by researchers as a system of moral norms, priority moral and ethical qualities, or a moral code that declares a certain type of moral relations between people, norm making and normative practice in the field of a particular profession.

Professional ethics integrates the ethics of the professional group (its values, requirements, norms and rules), and the individual ethics of the certain employee (requirements to individual moral, professional and ethical qualities corresponding to the peculiarities of person`s nature, the general culture of the individual, the level of moral maturity [3, p.106 ]. Professional ethics includes issues of humanism, problems of duty, conscience, honor, psychological and emotional qualities of a specialist, which appear in relationships with colleagues, other people in different social relations, etc. Professional ethics in the medical sphere is special, because of the actions of healthcare specialists depend the life and health not only of some individuals, but the interests of society and state, also the future of civilization as a whole.

In many ways, the improvement of physical and mental health in each state depends on the readiness of the healthcare workers to provide comprehensive nursing care based on national traditions, world and European standards; based on a deep awareness of their civic and professional responsibilities. The profession of of a nurse or a medical assistant is unique because of organic alloys of high professionalism, professional skills, medical culture; they have integral moral and ethical qualities: a deep awareness of civic and professional duty, professional responsibility, humanity and respect for human beings, mercy, tolerance, readiness to care about the patients regardless of their age or gender, the nature of the disease, race, nationality, religion or political opinion, social or financial status, empathy, sympathy, compassion. Well-formed professional ethics of a healthcare scecialist gives the possibility to patient and his family to trust the health care system. The importance of professional and personal characteristic highlight the need to improve the content of the formation of the professional ethics of future healthcare workers in the educational process of medical institutes.

Upgrading the existing system of professional training for future medicals, we must preserve national educational traditions and, at the same time, take into account the best assets of the highly developed countries of the world. So there is a need to apply the achievements of the United States Higher Medical School. American schools provide professional orientation of educational programs for training the future nurses, taking into account the cultural and ethical component.

**Analysis of the current study**. Fundamental basis of the research work, is scientific literature describes various aspects of the formation of professional ethics in the context of continuous education (V.Andruschenko, V.Bobrytska, H.Vasyanovych, I. Zyazyun O. Dubasenyuk, V.Kremen, N.Nichkalo, O.Otich and others). Some aspects of formation ethical personality of future medicals reflected in scientific works, in which the features of professional speaking (M.Lisovyy [5 ]), communicative culture (O.Uvarkina [7]) readiness of professional nurses to communicative interaction (S.Poplavska [6], N.Shigonska [8 ]). Scientific and critical analysis of literature and pedagogical experience confirm the conclusion that the modern medical education in the United States is characterized by a number of positive trends: humanization, development of creative possibilities of the individual, his intellectual capacity, new informational and communicative technologies. Dominant values are achievement and success, individualism, independence and independence, youth and beauty.

 In the United States a number of laws are adopted to provide the health of the nation, in 1970 - the Law on Professional Safety and Health in 1986 - the Law on Improving the Quality of the Health Care System. Among the main aims set by the Office of Health in 2010 american universities train nurses of different levels: Junior Licensed Nurse (LPN), Registered Nurse (RN) and Approved Practice Nurses (APN).

**Description of the main material**. In the documents of the International Council of Nurses, a “nurse” is referred to as a person who has received sufficient qualifications under the main nursing program and has the right to carry out responsible nursing care work in, including health promotion, disease prevention and care of the sick [1]. Recently, the International Council of Nurses initiates the introduction of a specialist “professional nurse”: such specialist must have a fundamental training, to have methods for assessing patients' physical health, modern diagnostic skills, and the skills of communication that allow him to perform his professional duties effectively: to provide medical humanitarian assistance, to carry out preventive work in health care.

The professional ethics of the medical nurse are an integral part of medical ethics and are based on the principles of medical ethics: "Nonnocere" ("do not make harm"), which is set in the “Oath” of Hippocrates. They are: respect to the patient and to colleagues, confidentiality of medical information. The basis of the definition of the professional ethics of nurses from the scientific point of view, which is supported by a significant part of scientists: it is a component of medical ethics that studies moral consciousness, moral and ethical aspects of professional activity, Moral principles and values that regulate the moral relationship between the nurse and the patient, the family of the patient, other members of the medical community and the public.

Appropriate educational programs for future licensed younger nurses (LPNs) are approved by the Nursing Council and last for twelve months in each state vocational school or local “community” college. They include in-patient training and clinical practice, which usually takes place in the hospital. Friendly atmosphere of the teaching staff, creative, flexible, accessible practical approach, a wide range of compulsory and optional courses take into account the interests of students, promote professional development and cultural development of future healthcare workers.

The Higher Medical School is open for introduction of new educational subjects of special and interdisciplinary training (foreign languages, psychology of communication, critical thinking, communicative interaction, electronic technologies, etc.). This helps graduates to work successfully in the hospital, providing basic care for patients under the guidance of doctors and certified nurses. More and more in demand is the individualization of learning. The curriculum strongly integrates technology and uses distance learning strategies.

In schools, they are concerned about the formation of the professional ethics and ethical competence of the future nurse and adhere to the principles of the American philosopher D. Dewey (1859 -1952), who argued that having virtues it is “not just to develop a few exceptional features ... that means to become what people want to become, due to relationships with others in any life situation “[2, p. 286].

The systematic familiarization of State Laws that guarantee the preservation of personal information of a patient and the Code of the American Nursing Association (1985), which defines the confidentiality of information which is important in the profession of nurse. The value of confidentiality lies in the fact that the nurse is legally responsible for maintaining all information about the patient she gets know in a health care institution. The dynamic spreading of mobile phones, faxes and computerized medical records threatens the privacy and confidentiality of the patient, and since 1998 the American Association of Nurses regulates the use of telecommunication technologies in the healthcare system [10].

Taking into account the Association Code, clinical practice and licensing exam are concluded. In particular, clinical practice focuses on community care, maintaining a healthy lifestyle, preventing illness. The NCLEX licensing exam provides computer-based adaptive testing on the basis of continuity. Questions are arranged according the blocks “Patient Needs”.

The main concept of nursing practice, which is practiced by the American Association of Medical Nurses, is the recognition of cultural differences (communal, social and family ties, religion, language, nutrition, cultural notions of illness), understanding of culturally specific responses to diseases [10]. Understanding the patient's cultural context allows nurses to get to know the patient primarily as a person, rather than focusing only on the illness or problem. It should be noted that often the dominant values of indigenous people (language, customs) conflict with the values of groups of minorities, which consist of numerous ethnic, racial or religious groups, the same knowledge of cultural differences is a prerequisite for ensuring safe and effective assistance. The conceptual basis for understanding cultural diversity and providing cultural and competent care is set out in the theory of intercultural care by Laininger [11]. Consequently, culturally competent nurses are those who respect cultural differences; as well as take care about the patient according the patient's cultural context.

That is why the teaching staff of the colleges is concerned about the formation of ethical and cultural competence of future nurses. Indeed, an interview with foreign nurses and CGFNS patients [13] found that many nurses have difficulties related to communication. Communication in non-English with patients and staff who do not understand this language is considered as disrespect. Some employers forbid employees to speak at the workplace and even in a cafe the other language than English.

Medical nurses, as the say, also emphasize that they would be better prepared to work if they were more familiar with language cliché that is widely used in the US health system. The reason is that most of the nurses who arrived to the United States during periods of shortage of work force were from the Philippines, the United Kingdom, and Canada. However, due to the development of the migration system and the global expansion of nursing education, nurses now come to the United States from around the world. In this regard, the Government conducted the Reform of Illegal Immigration and in 1996 issued the Immigrant Liability Act. According to the document, US healthcare professionals should demonstrate an adequate level of written and spoken English.

Particularly important role plays tolerant linguistic communication, through which psychotherapeutic work with patients is carried out. It is important for the medical sister to be able to express their thoughts simply, clearly, reasonably, do not abuse the terms, do not interrupt the patient, prevent excessive facial expressions and gestures, encourage patients and their relatives to ask questions and respond to them, show interest and respect. Specialists advise during all years of study to pay attention to the pace, intonation, logical stresses, and other characteristics of speech, which should have future medical nurse in communication. From the pace, to a large extent, may depend on how the colleagues and patients will listen. Clearly pronounced messages are believed to be more convincing for a patient in anxiety.

An intonation plays an important role for the nurses - they welcome, collected to information from the patient or his family: friendly or neutral or indifferent, with facial expressions and gestures can detect both healing and iatrogenic effect. It is advisable to monitor the tone movement (the voice with which the words are spoken). The tone can change the meaning of the phrases or words, add the opposite content. The patient should feel that he is properly understood, the nurse seeks to help him. Errors in communication with patients can have negative impact on patient treatment and brutality in dealing with incompatible professional duty and a violation of the principles of medical ethics and deontology.

Formation of communicative component is expressed, particularly in oral and written professional speech, in the ability to select and use necessary for every professional situation, language tools, to interact with colleagues, doctors to determine the specific features of a future communication with patients, their relatives and colleagues to avoid conflicts, to persuade and inspire, attract, inspire and listen. An important for the nurse is the listening culture. This is a prerequisite for successful linguistic communication. Active and empathic listening facilitates interpersonal relationships and understanding between companions. The information received during a conversation with the patient allows the nurse diagnose more clearly, perform appropriate care. Unreflective (passive) hearing is the ability in non-verbal actions: nod, smile, touching to hands support the patient.

The necessary condition for successful ethical and pedagogical interaction between the student- and the patient is the observance of the culture of listening. It is about creating a sense of presence, focusing on the person, which is extremely important in medical practice. For effective hearing experts suggest using reflective (includes active feedback), empathic (includes expression of compassion and empathy), and critical style of hearing (instruction in critical perception of information) based on certain speech techniques and require considerable conscious effort, complex knowledge and skills [9, p.130 131].

An important role plays the appearance culture: a perfectly clean, white dressing gown, the lack of jewelry and makeup symbolizes the physical and spiritual purity of the nurse and is a symbol of hope for the patient.

As the site analysis of Dundee Medicine College (UK) shows, students choose courses in psychology and European philosophy. Among more than 100 basic subjects and selective subjects, they choose lectures and practical classes where films and works of art are viewed concerning the moral and ethical communicative interaction between the medical employee with colleagues, patients, civic organizations, discuss important scientific developments in medicine, discussion ethical issues [14]. The purpose of students at the College of Medicine at the University of Cambridge is to become merciful, thoughtful, experienced medical staff. Attention is attracted to the subject "Preparing to interact with the patient". Classes take place directly in hospitals, where students, in clinical practice, study moral and ethical communication with patients. The University of Edinburgh School of Medicine [15] offers undergraduate nursing education courses, nursing theories, sociological and psychological aspects of health care.

At the educational institutions there is such course as “Introduction to social nursing”. The purpose of this discipline is to study the information on the ways of human functioning in a complex social system, establishment interaction between the lifestyle, environment (environment) and the development of health skills and behavior, cooperation between the patient and a medical specialist, etc.

A number of foreign language courses for professional purposes in colleges are aimed at mastering communication techniques. Among the successful forms and methods used to correct linguistic problems in foreign nurses are role-playing games. Students act the situations in which they will have to communicate with the “doctor”, face to face or by telephone, with “patients” and their “families”.

It should be noted that in the United States nurses are considered to be colleagues of doctors, not their subordinates. They may doubt the actions of doctors and other professionals if they are dangerous to patients. This includes even refusing to follow the instructions of the doctor and report the appropriate guidance if the nurse considers the directions to be dangerous. Such actions require confidence, tact and negotiations, in each such case, a good knowledge of English also required. In addition, in the United States, the nurse is not only a provider of medical care but also a teacher, mediator between a patient and a doctor and a patient's lawyer. To fulfill these roles, nurses should have not only good verbal communication skills but also good documentation skills to ensure integrity of care, understanding of the caregiver and legal documentation, such as a patient's medical card.

At classes, students intend to develop confidence in communication, following the recommendations of the American Medical Association:

1) use “I” instead of “you “ when interacting. If you disagree with someone, instead of saying, “You are wrong,” say, “I appreciate your opinion, but I have my own” then quietly express this opinion;

2) use a confident language of the body: look straight into the eyes of the person when you are communicating, keep your voice calm, stand straight and control your facial expressions;

3) rely on facts, not judgments;

4) put clear and direct questions that do not encourage another person to say no. For example, if a patient with psychiatric department is trying to avoid participation in group therapy, instead of saying, “Do you want to go to therapy today?”, Say ”I will bring you to therapy at 10 am”.

In colleges popular are non-verbal communication exercises that include attributes such as facial expressions, eye contact, touch, tone, posture, distance, which is supported in the process of communication. The physical distance in the process of communication and interaction may vary depending on the culture. In some cultures, an acceptable personal and social distance is much closer than in the United States. Pay attention to the distance between colleagues in a health facility when they interact with each other, with patients and their families.

At the trainings, the tone of voice is worked out, which can show a range of feelings and emotions, from calm consent to anger disapproval. Often, it's important not only what was said, but the way it was said. Take into account lessons and such a form of non-verbal communication as the perception of time. It is about punctuality; to the expected norms is timely arrival and completion of work, timely appearance at the meeting.

Linguistic discipline during the students` training at the medical college was an integral part in forming the professional ethics of future nurses.

 At “Ukrainian language (for professional purposes)” classes great attention is paid to the study of professional medical terminology, analysis thesaurus, terms: “man”, “life”, “health”, “love”, “care” “duty”, “responsibility”, “conscience”, “honor’, “mercy”, “respect”, that attracts students to work with different types of dictionaries. Among the tasks that are designed for the formation communicative skills, there are tasks: to understand and perception of ethical standards for professional communication, to master extralinguistic means of communication (melody, phrase accent, pauses, rhythm, timbre, tempo and strength of voice), non-verbal means (facial expressions gestures, intonation, pauses), to fulfill specific communication with patients of all ages, gender, teach them to be able to manage with stress.

At the motivational stage, during the foreign language classes, students act situational tasks of moral and ethical content. For example: the topic "Communication between a nurse and a patient" provided an analysis of such situation: The patient was upset because she should stay in the hospital for research. The nurse should direct the conversation so that the patient feels comfortable as practice shows; it helps to perform medical manipulations more qualitatively.

In order to form the professional ethics of future medical nurses effectively in the educational process following practical classes are provided: discussions, trainings. For example, the topic “Patient in the reception department” from the course “Fundamentals of psychology and interpersonal communication” was conducted as a lesson-discussion. The students were divided into small groups and act the situation of communication between the nurse and the elderly or with a child, with a serious ill, with a patient with hearing impairments. They discuss y find possible solutions to situations. The main emphasis was placed on the development of students` critical thinking, the formation of skills for planning cognitive activity, obtaining information, formulating a problem, etc.

Effective means of developing dialogic interaction in humanitarian classes (Foreign language, Ukrainian) are the tasks of language teaching (communicative warm-up in the form of participation in situational games, the construction of psychological and medical tasks); creative tasks (for example: prepare a story on the topic “Healing by Word”; work in groups, in pairs, competitions. There is a need for discussion (such as "Nursing care or nursing service: what is today's priority?"), An essay based on professionally oriented texts of fiction (for example, works by J.London , G., A. Sharova etc.). This will help to form a figurative imagination, and through the questions peruse to act, to initiate value-sense communication, internal dialogue and mental activity of students. Of course, such communication is possible when the team resembles a family in which the responsiveness, respect, ability to show sympathy, and the ability to help, that is, where the best spiritual values are formed.

Students performed psychotherapeutic exercises to establish a positive relationship, avoid a conflict between the members of the team and the nurse and the patient. Exercise “Dialogue” has extensive psychotherapeutic effect and can be recommended in cases where people are experiencing a long and painful conflict with another person. Exercise “My enemy is my friend” helps to change fundamentally the direction of the other person with which you have acute-stress relationships. The students performed exercises on possible behavior in pressing situations, trained breathing techniques, learned the technique of invulnerability.

A prerequisite for the quality professional activity of a future nurse is the ability to use time rationally while caring for patients, working with papers, preparing for manipulations, etc. Therefore timer-training exercises, training for the development of reflection, empathy, non-verbal communication, team thinking were effective. We included test methods, diagnostics for determining the level of empathy and directly exercise for training of empathy (“Discussion”, “Line”). Students also master the relaxation techniques (by Suy Bishop), which enable them to prepare for effective ethical and pedagogical interaction between “student – patient”, “student - medical worker”.

Pedagogical training ( with exercises “Transmission of information without words”, “My space”, “Laboratory”) aimed at the formation of communicative skills, help students manage with their behavior (perception of the mental state, ability to observe, determine the status of another person on external grounds ( posture, facial expression, movement), successfully fulfill the social and professional roles of a nurse in the process of ethical and pedagogical communicative interaction with medical workers, with patients of different age groups, educational levels, etc.

To overcome the difficulty of memorizing information in the course “Foreign Language (for professional orientation)” we apply the method of "brainstorming" and video presentations. Authentic texts of professional ethics helped students not only to handle better with the basic medical terms but also strengthen the value and motivational component of professional ethics. Attention was focused on tokens, phrases, which are more appropriate to use in communicating with patients: greetings, wishes, lexical sympathies.

Video or film abstracts of medical practice at classes were used to intensify the educational process and give it a professional orientation. They created an additional linguistic environment and reproduced the linguistic situation with sound and visual means. The visual range helped to remember better the language structures, stimulated the development of speech skills and listening skills. Such activities have developed the ability to quickly and accurately navigate in difficult professional situations. The joint activity was reinforced by problem tasks, reflecting real professional situations, requiring reflection, interpretation and updating of professional information, own evidence, critical thinking, when the student doubts and thoughts .

Studying, the topics “Systems of the human body”, “At the reception from the doctor”, “Complaints of the patient”, “Symptoms and diseases”, “Diseases of the heart”, “Prevention of diseases”, “Diseases of the body systems” “Work in hospital departments” students used anatomical, clinical and pharmaceutical vocabulary. The classes were accompanied by atlases on anatomy, clinical disciplines, which improve to learnthe material. Participants of the dialogues were “patient – nurse”, “doctor – nurse”, “medical nurse - relatives of the patient”. Our role games “At the reception at the therapist”, “The pediatrician”, “The stomatologist”, which were tested by us, allowed the students to repeat and consolidate their knowledge of anatomy and physiology, nursing, pharmacology, clinical disciplines.

Among the texts of the professional direction given to the students, are texts on the essence of empathy, morality and morality, outstanding physicians, exercises and dialogues with the imaginary patient (three-year-old girl, orphan boy, father, grandfather, etc.), role plays “Your complaints”, “ Joy of recovery”, “Doctor and nurse: subordination or mutual help” “In the pharmacy”, competition “Find mistakes in the behavior of the nurse “, etc. Such activities develop the ability quickly and accurately navigate in difficult situations, form the components of emotional culture.

At the research lessons on topic “Nursing Education”, students were divided into 3 groups and studied medical education of nurses in Ukraine, Great Britain, the USA: they found commonality and differences in the ethical code of nurses from different countries, compiled a comparative table, developed professionally-oriented projects from ethical and pedagogical interaction with different types of patients and their relatives. Students designed the following comparison situations:

1. In the United States, nurses are considered colleagues of doctors, not their subordinates. They may call into question the actions of doctors and other professionals if they consider it is dangerous to patients. This includes even refusing to follow the instructions of the doctor and report the appropriate guidance if the nurse considers the directions to be dangerous. And how it works in Ukraine?

2. In the United States of America, a nurse is not only a provider of medical care, but also a teacher, mediator between the patient and a doctor and a patient's lawyer. To fulfill these roles, nurses should have not only good verbal communication skills but also good documentation skills to ensure integrity of care, understanding of the caregiver and legal documentation, such as a patient's medical card. And how does it happen in Ukrainian medical colleges?

The usage of active teaching methods at a medical college stimulated the creative activity of future nurses, their independent search in acquiring their practical skills to analyze situations, find the right decisions, and promoted their professional development.

The effective form of the dialogue between the teacher and the student was the joint research activity at the translation bureau “Interpreter”. We used the material from authentic sources (Healthy Nutrition, Communication with Nurse with Colleagues, Medical Nurse - Patient Attorney, Euthanasia). Students learn language cliche of speech etiquette (greetings, apologies, compassion, request), they took appropriate speech communication facilities, argued, expressed their opinion, referring to the facts. They also mastered the nursing profession studying the peculiarities concerning the culture of communication in the medical community, the friendly collegial relations between the nurse and the doctor, regarding respect for the individual needs and values ​​of the patient, respect and protection of his interests.

An important role in shaping professional ethics played the discoursing studio "Medical Ethics and Moral Health". At the studio sessions students were involved in analyzing texts of fiction (for example: M. Bulgakov "Notes of a Young Doctor", B.Poleva "Doctor of Faith", A.Chehov "Surgery", L.Tolstoy "Three Deaths", J.London "Beri Beri), films ("Surgeon Myshkin's Days", "Happy Zhenya," My Angel Guard "," Dog's Heart "," Village Doctor "," Hospital on the outskirts of the city "," Doctors "," Diary of Memory " ," My dear man,"etc.). The subject of discussion was the question of meaning of life, attitude to work in the system of health care, professional-ethical, civilian qualities of medical workers. In discussions students learned to give a moral and ethical assessment of the actions of heroes their ethical behavior, moral relations, learned to comment read, seen, experienced.

The educational training "The School of Success" allowed the students to care for different categories of patients, during the pre-diploma practice at a higher professional level, to prevent deontological and professional mistakes in professional activities, to create collegial relationships in the medical team, to prevent conflict situations, provide psychological support.

Among the common activities of students and curator groups we can pay attention to collections of poems “A Drop of Mercy”. The collection consists of poetry works that meet the following requirements: to show deep respect for outstanding masters of nursing, doctors, whose activities were full of inexhaustible love for the Motherland and their people. A special place was occupied by poetry, the basis of which were well-known statements of Paracelsus "The best medicine is love and care", Fl. Nightingale "The sister should have a triple qualification: the kind-hearted - for the understanding of the sick, the scientific - for understanding the disease and the technical - for the care of the sick," the words of Mother Teresa, the prayer words, and others.

**Conclusions**. Consequently, the professional activity of a nurse is an organized multifaceted process aimed at a person with his (or her) physical and psychosocial problems. Her activity is governed by international declarations on human rights, the Constitution and legislation of Ukraine, which outlines the importance of moral values, principles and norms of professional ethics. The aim of professional activities of the medical nurse is the recreation and maintenance of the person`s health, her ( his) basic vital needs and preservation of health. An integral part of the professional activity of the nurse is the ethical component which is realized by the deep sense of high professional and moral responsibility for the quality of the nursing process and the result of its activity. It is directed to compliance with the requirements of the Ethical Code of the nurse, the principles of medical, nursing ethics and deontology.

The analysis gives reason to characterize the professional ethics of the future nurse as a set of interrelated cognitive, communicative components presence of which enable to interact efficiently with professional and social environment based on important ethical professional knowledge and skills, professionally important qualities aimed at effective organization of the medical preventive process and the solution of professional tasks. The content of professional ethics of future nurses includes the following ethical and professional features as professional duty, responsibility, dignity, conscience, honor, respect, compassion, empathy, tolerance.

The reseach made it possible to identify a number of positive trends in the USA`s medical institutions: the lack of conservatism; variability, resulting in flexibility and openness of the organization, content and process of training and meets the needs and abilities of students; individualized training; competitiveness of the specialty; respect for the language and culture of the patient, counseling dialogue between the teacher and the student, etc. So, knowledge of English, understanding its semantics in US health care, confidence, good interpersonal skills are essential for the nurse. The basic idea of practicing teachers in medical institutions is that the training and the care are both the art and science. The effective forms and methods of forming ethical and cultural competence of future healthcare workers we devote the next publication.

**Література**

1. Аниськина H. H. Формирование профессиональной направленности студентов средних медицинских учебных заведений: дисс… канд. пед. наук: 13.00.08 / Аниськина Наталья Николаевна.– Брянск, 1999. – 221с.
2. Дьюї Джон. Моральні принципи в освіті / Джон Дьюї ; пер. з англ. М.Олійник. – Л.: Літопис, 2001. – 32 с.
3. Енциклопедія освіти / за ред. В. Г. Кремінь ; Акад. пед. наук України. – К. : Юрінком Інтер, 2008. – 1040 с.
4. Етичний кодекс професійної етики Міжнародної Ради медсестер // Медичний вісник. – 2007. – 7 трав.
5. Лісовий М. І. Формування професійного мовлення майбутніх медичних працівників у вищих медичних навчальних закладах: автореф. дис. на здобуття наук. ступеня канд. пед. наук: спец.13.00.04 «Теорія і методика професійної освіти» / М. І. Лісовий. Вінницький держ. пед. ун-т ім. М.Коцюбинського. – Вінниця, 2006. – 20 с.
6. Поплавська С. Д. Формування готовності студентів медичних коледжів до комунікативної взаємодії у професійній діяльності: дис… канд. пед. наук: 13.00.04 / Поплавська Світлана Дмитрівна. – Житомир, 2009. – 226 с.
7. Уваркіна О. Стан і тенденції розвитку психолого-педагогічної підготовки в системі вищої медичної освіти України / О. Уваркіна // Вища освіта України : Теоретичний та науково-методичний часопис. – 2005. – № 1. – С. 100-103.
8. Шигонська Н.В. Формування моральних цінностей та норм професійної етики у майбутніх медичних працівників / Н.В. Шигонська // Зб. статей «Проблеми сучасної педагогічної освіти». Серія: Педагогіка і психологія. – Ялта: РВВ КГУ. – 2013. – Вип.41. – Ч.4. – С.320-327.
9. Яшенкова О. В. Основи теорії мовної комунікації: навч. посібник / О.В. Яшенкова. – К. : Академія, 2010. – 312 с.
10. Аmerican Nurses Assotiation [Електронний ресурс] Режим доступу: http://www.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/NursingStandards
11. Madeleine leininger’s culture care: diversity and universality theory [Електронний ресурс] Режим доступу: http://nursing.jbpub.com/sitzman/ch15pdf.pdf
12. The Purnell Model for Cultural Competence [Електронний ресурс] Режим доступу: http://etna.middlesex.wikispaces. net/file/view/The+Purnell+Model+for+Cultural+Competence%5B1%5D.pdf
13. CGFNS International [Електронний ресурс] Режим доступу: http://www.cgfns.org/sections/about/mission.shtml
14. University of Dandee. Medical School Nursing [Електронний ресурс]. – Режим доступу://[http://www.dundee.ac.uk/undergraduate/?q=nurse+ curriculum](http://www.dundee.ac.uk/undergraduate/?q=nurse+%20curriculum)
15. University of Edinburgh Nursing [Електронний ресурс]. – Режим доступ: <http://www.ed.ac.uk/studying/undergraduate>