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Medical students' practice diary: compositional content and structure

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Abstract. The medical student's practice diary is characterized as a document. It is a medical type of documents by its content and an educational type by its form and purpose. The purpose of the practice diary is to fix and to transfer information about professional training which aim is to improve the health status of the patient and to use and deepen theoretical knowledge. There are informative, communicative, educational and didactic functions of the diary. In accordance with these functions the vocabulary of the diary is described as special and common. The regularity has been established in the use of terms of certain thematic groups. Thematic group «Things and devices used in the medical institution» is typical for the first and second-year students. The third-year student's diary includes terms from thematic group «Medical procedures». The fourth- and fifth-year student's diary demonstrates some thematic variety. They use terms of the thematic groups «Symptoms, diseases», «Diagnosis», «Methods of treatment» and also the abbreviations of Latin terms which indicate the accumulation and development of professional knowledge and formation of the linguistic picture of the world of a medical specialist.

Keywords: document, medical document, practice diary, documentary text, term, thematic group, vocabulary

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Original article

Дневник практики студента медицинского вуза: композиционные и структурные особенности

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Аннотация. Дневник практики студента-медика характеризуется как документ. По своему содержанию это медицинский тип документов, а по форме и назначению – образовательный. Целью дневника практики является фиксация и передача информации о профессиональном обучении, целью которого является улучшение состояния здоровья пациента, а также использование и углубление теоретических знаний. Дневник выполняет информативную, коммуникативную, образовательную и дидактическую функции. В соответствии с этими функциями словарный запас дневника описывается как специальный и общий. Установлена закономерность в использовании терминов определённых тематических групп. Тематическая группа «Вещи и устройства, используемые в медицинском учреждении» характерна для студентов первого и второго курсов. Дневник студента третьего курса включает термины из математической группы «Медицинские процедуры». Дневник студента четвёртого и пятого курсов демонстрирует некоторое тематическое разнообразие. В них используются термины тематических групп «Симптомы, заболевания», «Диагноз», «Методы лечения»,

а также сокращения латинских терминов, которые указывают на накопление и развитие профессиональных знаний и формирование языковой картины мира медицинского специалиста.

Ключевые слова: документ, медицинский документ, дневник практики, документальный текст, термин, тематическая группа, лексика

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A medical student's practice diary as a medical document. The development of society and the progress of science are always accompanied by an increase of information which is materialized in documents. Information determines the content of the document and the document influences on the development of public relations. So, the analysis and development of the language of documentation in the modern world is very important. Documentary linguistics is a scientific discipline which appeared in the 1960s. The object of this discipline is a documentary text. The subject is the linguistic features of documentary texts as means of fixation and transfer of information. M. V. Kosova, S. P. Kushneruk, O. P. Sologub, G. V. Tokarev, G. M. Shvetsova-Vodka, V. F. Yankova and others do researchers in this field. Documentary linguistics examines the linguistic features of modern documentary communication, the composition of symbolic means, the specifics of their use in documentary texts, the rules of the creation of documentary texts [Kosova, 2016, p. 7].

The analysis has demonstrated that almost every field of knowledge has its own interpretation of the term «document». To present day, there is no solidarity in the understanding of this term among specialists in the fields of documentation science, library science, computer science, etc. In a broad sense, a document is any material object, both artificial and natural, that can be used to register, transfer and keep information in society. This understanding has become traditional and used in academic books (for example: [Larkov, 2006; Kushneruk, 2008; Yankovaya, 2011]). The term «document» is defined as «a result of fixation of information about objects of objective reality and about the mental activity of a person through writing, graphics, photography, sound recording, etc.» [Yankovaya, 2011, p. 5]. There is also a narrow sense of the term «document». It is reflected in definitions which are specific to various spheres of social activity and scientific disciplines. Certain functional features of the document are reflected there. A «document» is considered as an information carrier in computer science. A legal nature of the «document» is very important in jurisprudence. In sociology the main thing is a social component of the «document». In documentation science this is «information recorded on a material object with essential elements that supposed to identify it» [GOST R 7.0.8-2013, p. 2]; «identifiable information recorded on a material object, created, received and stored by an organization or a physical person as an argument in case of confirmation of legal obligations or business activities» [GOST R ISO 15489-1-2007, p. 6].

The main informative component of the document is a documentary text, which is accurate, coherent, normalized and has semantic completeness [Kushneruk, 2008, p. 52]. We understand a documentary text as a result of individual's mental activity, information fixed in writing. According to G.V. Tokarev, it «is characterized by fractional voluminous and pragmatic division and anthropocentricity» [Tokarev, 2016, p. 77].

Documents are classified in accordance with the spheres of business communication: legal (acts, regulations, etc.), educational and methodical (programs, plans, etc.), financial and economic (estimates, reports, etc.), etc. This method determines the term «system of documentation», which is interpreted as «a complex of documents interconnected according to the characteristics of purpose, activity and united requirements for their registration» [GOST R 7.0.8-2013, p. 2]. The interconnection of the spheres of business was the reason to create documents that combine the features of different systems.

As in other fields of activity there are a number of specific documents in medicine. According to documentary linguistics, a medical document is «a document which contents information expressed by special linguistic means and reflected the medical and biological characteristics of the patient's objective status and the nature of the course of the disease» [Madzhaeva, 2016, p. 148].

Today the analysis of medical documentary attracts attention. So, it is the reason of use of scientific approaches to optimize any professional activity, including medicine. The documents of a forensic medical examination [Mulganova, 1997], a medical booklet [Rudova, 2006], instructions for the use of medicines [Antonova, 2011], an outpatient's card [Galkina, 2012], a medical report [Romashova, 2014; Madzhaeva, 2016] and others are described from a point of view of genre studies and pragmatics. The field of research of a medical document develops. It becomes

an object of research of many scientific disciplines: standardization and automation of text editing [Berseneva, Sedov, 2014; Mokina, 2015], translation studies [Kakzanova, 2014; Sukhareva, Chernikova, 2014], documentation science and archival science [Velikanova, 2014; Goryunova and others, 2015; Tyurikova, 2013] etc.

The documents which are drawn up during practical training of medical students are very important, especially the reports. Practical training is the reason of the formation of various professional competencies among students: realization of deontological aspects of medical profession; survey, physical examination, clinical examination; analysis of the results of modern laboratorial and instrumental researches; Students learn how to draw up a medical record for an outpatient and inpatient patient, how to realize preventive measures and prescribe adequate (therapeutic and surgical) treatment in accordance with the diagnosis, how to choose the therapy (pharmacotherapy or not) for sick children and teenagers with infectious and non-infectious diseases etc. All this information is described in the medical student's practice diary. It is one of the most important student's documents during her/his university years. The course of practice, the process of formation and development of professional skills which are based on the obtained theoretical knowledge (for example: the rules of the sanitary and hygienic regime of patients' stay in medical institutions, information about the main manipulations and procedures) are recorded there. According to the system of educational documentation, the medical student's practice diary belongs to the group of primary educational documentation. So, it can be considered as an educational document.

If medical documents are interpreted as «special forms of documentation which are filled by medical staff and in which actions connected with medical services are regulated» [Order of the Ministry of Health of Russia of 22.01.2001 no. 12] then the content of the document is medical because it is for recording information about the status of patient and for fixation the doctor's activity concerning patient care.

The medical student's practice diary is a document in which the use of theoretical knowledge of students in practice is fixed. The progress of work (tasks which are given by the head) is described in details, so it relates to such a document as a *task* which is preceded the practice diary. After passing all the exams the student receives the *assignment* with the diary. On the day of the credit the student must bring it with the records and reports to the certification commission.

So, the medical student's practice diary is included in the system of documents.

150 medical students' practice diaries of students of the Astrakhan State Medical University were analyzed in order to identify the compositional content and the structure of a speech. There is no single standard which regulates the form of this document at the federal level. Requirements for the form and the content of the medical student's practice diary were approved by the Academic Council of the University in 2015.

Compositional content of the structure of a medical student's practice diary. M. V. Kosova considers the structure of the document as the preservation of its basic features under different external and internal changes and also as a close interconnection of elements and subsystems which ensures its completeness and identity. The study of the structure of the document supposes to identify the features of its internal structure, a set of components and elements that allow to find more effective search of information of the document [Kosova, 2016, p. 9].

As any document, the medical student's practice diary contains essential elements: the name of the institution, reference data, the name of the type of document, the control mark, the text, the address, the stamp of approval, the title, the stamp, the date of filling out the document and the period of practical training, the signature, information about the student.

From the point of view of compositional structure, the medical student's practice diary consists of a title page and a main part. The main part includes several sections.

«Title page» contains information about the university, the purpose of practical training (a student has practical training as part of junior medical staff or as an assistant of the ward nurse, as a doctor's assistant etc.), full name of the student, group, faculty.

«General information» includes information about the place of practical training («*City Clinical Hospital named after S. M. Kirov*»), department (*surgical*), number of beds (45), full name of the head of the practice from the medical institution (*A. S. Demidova*) and the head of the practice from the university (*D. S. Kalmykova*), the terms of practical training (from 20.06.2018 to 18.07.2018).

«The program of practical training» includes the purposes and tasks, the sections «The student should know» and «The student should be able», the list of disciplines «Patient care», «Dental care», «Children diseases» etc. It is necessary to study them for successful practical training, development of practical skills). This section describes in details the purpose of practical training:

the acquisition of skills concerning patient care, the use of medical equipment and instruments, the experience of independent professional activity etc.

«Notification» (reference to the standards used during work in a medical institution, recommendations concerning the routine of the medioprofilactic institution etc.).

«Notice for the student» (the procedure of filling out the diary and passing the credit, a sample of filling out the medical student's practice diary).

«Topics» for the health education of students during practical training (interviews, preparation of bulletins, information stands).

«Content» (with the date and signature of the head of the practice from the institution). This section is the main part of the diary.

«List of practical skills» (table includes the list of skills and the amount of work).

«Characteristics of a student» reflects: a) level of theoretical training; b) practical skills; c) knowledge of deontology. In this section, the head evaluates the student's work (*Has the student understood the competencies or not? Has he understood the nature and social importance of the future profession? Can he make decisions in standard and non-standard situations?*) etc.

The characteristic must be stamped (stamp of the medical institution) and signed by the head nurse, the head of the practice from the medical institution, the head doctor of the medical institution.

The diary includes the mark.

Information in the section «Content of the work» demonstrates that the student has consolidated and deepened knowledge about the main stages of work, about the patient care of people with diseases of various organs and systems from the positions of a part of junior medical staff or of the doctor's assistant etc. In this section, a student daily records what s(he) has done: 1) concerning himself or herself (*put on protective clothing, evaluated results, washed hands*); 2) concerning a patient (*high temperature, rash, high pressure, red eyes, weak, caries, cyanosis*). This detailed description creates a situational model that permits to actualize knowledge related to a specific situation represented in the process of practical training through the diary. So, the student's experience is reflected in the diary. The aim of it is that «linguistic expression reflects the accuracy of objective thinking and words are closer to logical concepts, sentences to arguments» [Madzhaeva, 2011, p. 26]. The opinion of S.V. Ionova is actual. She says that the documentary text «accompanies the process of communication» and ensures the social existence of the person, that's why «such practical skills as understanding the content of the text, record of the text in the form of a document ... are among the formed skills» [Ionova, 2018, p. 11].

Compositional content of the structure of a medical student's practice diary demonstrates its complexity: it is a medical and educational document.

The structure of speech of the text. The main purpose of the medical student's practice diary is to record and transfer information about the work. The aim of it is to improve the status of patient and demonstrates how the student use theoretical knowledge. This document has the following functions:

– *informative*. It reflects the student's current activities, while information in the diary can be considered operational. By the way, the activities of the student are fully, objectively, reliably and optimally described there. For example: a student describes in details how the doctor is measuring blood pressure. *The patient bares the arm, the hand must be at the level of the heart with the palm up. The tonometer cuff is placed on the patient's shoulder and inflated until the moment when there is no sound of blood pulsing. The disappearance of the sound of the pulse is recorded by palpation. This pressure level corresponds to the systolic pressure. Then the air is slowly let out of the cuff and it is necessary to prepare the device for the next use.* The use of special units (terms) creates the information content of the text;

– *communicative*. This information is for the head of practical training, because s(he) must estimate the student's work and it is correlated with the task given to the student by the head;

– *educational and didactic*. Using the diary, the professor can estimate student's practical training outside the university. By the way the student determines the level of his/her own preparation for professional work because of the detailed description of the process of passing practical training.

As it was noted before, the main part of the diary is the «Content». The student describes there mainly the acts performed according to the algorithm: *I have taken the sterilized tubes from the dry heat sterilizer. I have observed all the rules of the sanitary-epidemiological regime. I have washed the used tubes with running water and loaded them into disinfecting solution; I have measured the blood pressure of the patients: 1) placed a cuff on the patient's shoulder; 2) inflated until*

the moment when there was no sound of blood pulsing; 3) the air was slowly let out of the cuff, the last sound of pulse corresponded to diastolic pressure; 4) recorded the result in the medical records. These examples indicate the presence of actual information in the practice diary, which allows to adequately transfer knowledge gained by the student during practical training. Information about the work is fully written. The student describes in details all steps of medical manipulations. This information relates to the student's academic activity and future professional sphere. The 1st year students describe the work of a nurse in their diaries. The 3rd, 4th and 5th year students write down all the actions of a doctor. The 1st year student can completely understand the meaning of the practical training only in a few years, when the thesaurus which is reflecting the professional picture of the world expands.

One of the features of documentary text is its termination. The terms that reflect the conceptual instrument of the subject field of medicine and characterize scientific communication are used in the diaries. The main characteristic of the terms is to content certain knowledge. The activity in professional fields is impossible without this knowledge. The analysis of their use in the medical students' practice diaries of different year students demonstrates how professional knowledge are accumulated and deepened, the formation of the linguistic picture of the world of a medical specialist.

A pattern of the use of terms of various thematic groups are identified. Thematic groups are «a group of words of different parts of speech according to their connection with one topic based on extralinguistic parameters» [Zhrebilo, 2010, p. 400]. The thematic group determines «the lexical content of the text, the selected group of words» [Kosova, 2016, p. 12]. Thematic group «Things and devices used in the medical institution» (*thermometer, bedpan, tonometer, phonendoscope, urinal, turunda, flatus tube*) is typical of the first and second-year students. The third-year student's diary includes terms from thematic group «Medical procedures» (*intravenous injection, intramuscular injection, drip, examination of the throat, catheterization of the urinary bladder, intravenous infusion, X-ray of the chest, intramuscular infusion*). The fourth and fifth year student's diary demonstrates some thematic variety «Symptoms of the disease» (*Vasten's sign, Romberg's test, second heart sound, high temperature, wheeze in the right lung, breathlessness, cough*), «Diagnosis» (*polycystoma of the left ovary, pneumosclerosis, asiderotic [iron-deficiency] anemia, tubulointerstitial nephritis, secondary arterial hypertension, interstitial subserous myoma, pneumonia*), «Methods of treatment» (*canal curettage, tubectomy, fluid therapy, appendectomy*). They also use abbreviations of Latin terms: A.V. (*patient anamnesis*), A.M. (*medical report*), DS (*diagnosis*), Ps (*pulse*), Rp (*prescription*), Abs. (*absent*). We believe that in this case abbreviations perform not only as the function of optimization of professional communication, but also express that the student has special knowledge. They demonstrate that the medical text has unknown nature for the non-professional recipient.

Thematic groups which are identified in the different year students' diaries indicate the student's professional growth, that s(he) has developed her\his medical knowledge and skills. Knowledge of the vocabulary of different thematic groups will help students in the future: when they draw up medical records, medical reports, etc.

Common words have a special place among the linguistic units that objectify the condition, activity, processes without which it is impossible to characterize the student's work.

These are primarily nouns used to describe the sanitary regime (*gloves, mask, towel, white coat, furniture, linen, sanitization, cleaning*) and the algorithms of actions adopted in medicine (*measurement, result, data, feeding, collection, change, examination, transportation*). The students also use verbs. The eleven most used verbs were identified: *measure, conduct, transport, realize, give, try on, remove, help, accompany, evaluate, feed*. In the diary the verbs describe the actions of a student, nurse or doctor and are used in direct meanings: *washed the patient's face, given evening medicaments, washed hands*. By the way these verbs indicate a changing of the status of patient (*blood pressure has become higher, the blood sugar level has increased, breathing often, limping, hospitalized because of tachycardia*). The structure of a speech of the medical student's practice diary is determined by its communicative purpose.

Conclusion. The medical student's practice diary as a document reflects the process of becoming a specialist, the formation of professional competencies: from new theoretical knowledge and the development of ordinary skills to the development of professional ethics and the formation of special thinking. According to the composite and linguistic plan, a diary is a complex document which contains medical terms. The number and subject matter of these terms depend on the student's year of study. The document's functions are informational, communicative, educational

and didactic. It reflects the personal level of perception of a student as a future doctor. As E. Yu. Gagarina, we believe that this level is one of the main components of a doctor's personality [Gagarina, 2018, p. 40].

Further research of a medical student's practice diary in a comparative aspect will expand the understanding of the rules of creation of the text and will contribute to the optimization of the educational process.

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