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Medical English Education

**The 23rd JASMEE Academic
Meeting abstracts**

**第23回日本医学英語教育学会
学術集会抄録集**

President 会長

Jun Takata 高田 淳

Center to Promote Creativity in Medical Education, Kochi Medical School
高知大学医学部 医学教育創造・推進室



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Greetings from the President

Unfortunately, we had to make the decision to cancel the 23rd Academic Meeting of the Japan Society of Medical English Education in Kochi because of the novel coronavirus pandemic and our inability to guarantee the health and safety of our attendees. We are very sorry that this decision prevented us from giving JASMEE members an opportunity to experience Kochi's rich heritage, scenic beauty, and food culture.

In this issue of JMEE, 16 abstracts on general topics are featured. I would like to express my apologies to all those who were scheduled to give presentations for the inconvenience and trouble caused by the cancellation of this year's Meeting. I do hope, however, that we can all look forward to hearing their presentations next year. I would like to sincerely thank Professor Date, the chairperson of JASMEE, and other Board members for the considerable efforts they put into helping me prepare for this year's Meeting. And I would also like to express my deep gratitude to Mr. Takeshi Kusuyama and Ms. Miyuki Yoshikawa of the JASMEE secretariat, and to Ms. Yuko Shimaoka of our department for their great support.

Although we must endure uneasy days for a while longer, I hope it will not be too long before we are able to return to our normal daily lives, and that we will all be able to meet again at the 24th JASMEE meeting in Kanazawa.

Jun Takata, M.D.

Center to Promote Creativity in Medical Education, Kochi Medical School
President, The 23rd Academic Meeting of JASMEE

会長挨拶

第23回日本医学英語教育学会の学術集会は、新型コロナウイルス感染の拡大により参加者の健康や安全を保障するのは難しい状況にあると考え、中止させていただくこととなりました。高知は歴史があり風光明媚な土地で、食文化も豊かなので、楽しんでいただきたいと思っただけにたいへん残念です。

本誌では、応募いただいた一般演題16題を掲載しました。発表を予定されていた皆様には、本学術集会の開催中止によりご迷惑をおかけしましたことを、この場を借りて改めてお詫び申し上げます。また可能であれば、来年の学術集会において発表されることを願ってやみません。

本学術集会の準備段階からこの度の決定に至るまで、伊達理事長ならびに理事の皆様から多大なご指導を賜りましたことに御礼申し上げます。また、開催に向けてご尽力いただいた、事務局の楠山健氏、吉川みゆき氏、高知大学秘書の嶋岡裕子氏に感謝申し上げます。この先、まだ不安な日々が続きますが、1日も早く平穏な生活が戻り、金沢で予定されている第24回学術集会にて皆様にお会いできることを願い、ご挨拶とさせていただきます。

第23回日本医学英語教育学会学術集会

会長 高田 淳

(高知大学医学部医学教育創造推進室)

1 Updating an existing medical English program

Alan Hauk (Department of English, The Jikei University School of Medicine 東京慈恵会医科大学外国語教室英語学講座)

The Jikei University School of Medicine has had an extensive English program for many years. Students study English from the first through fourth years for a total of 123 periods. Until this year, second- and third-year students could select from a variety of classes to suit their interests and English levels. Yet, the prevailing attitude among students, according to both school surveys and personal communication, is that English is neither important nor applicable to their medical studies. However, a raised interest in English in the university's leadership created the opportunity to update the English program to better meet the school's and students' needs. First, some organizational problems had to be overcome, the most significant being an unbalanced schedule that reduced classroom

hours and made planning classes difficult. Also, to make the program more relevant to the students, the English classes are being connected to medical classes. Starting this year, the second-year students will study anatomy in their English classes in coordination with the anatomy department. A connection is also being made with the physiology department. This is in keeping with a broader push within the university for "horizontal integration" between programs. Finally, new custom teaching materials are being written in-house to best meet the goals of the updated program. The results of these revisions to the English program have yet to be properly assessed, but the early indications are that the changes are positive.

2 How does English language proficiency change during the second year at the IUHW School of Medicine?

Cosmin Mihail Florescu,¹ Mutsumi Inokawa 井之川 睦美,¹ Yusuke Hayasaka 早坂 裕介,¹ Shawn DeHaven,¹ Barnabas Martin,¹ Takayuki Oshimi 押 味 貴 之,² Tamerlan Babayev,² Vitalii Katsuyama² (¹Center for Liberal Arts, School of Medicine, International University of Health and Welfare 国際医療福祉大学医学部一般教育センター,²Office of Medical Education, School of Medicine, International University of Health and Welfare, Narita, Chiba 国際医療福祉大学医学部医学教育統括センター)

The English language program for IUHW freshmen has improved proficiency by one CEFR level as measured by the TOEFL ITP test each year since its inception three years ago. This paper looks at students' language proficiency changes during their second year. IUHW sophomores can enroll in an elective course (the "treatment" in this study). Participation in this course was left up to students in the 2017 class ($n = 102$), but actively encouraged through linkage with advancement criteria for students in the 2018 class ($n = 98$). Data were analyzed using a mixed-design ANOVA, with time (listening scores at the start and end of year two) as the within-subjects factor and elective course attendance (less, or more than 60 lessons) as the between-subjects

factor. The analysis revealed no main effect of time on test scores for the 2017 cohort, and a significant interaction between time and attendance ($F(1, 99) = 15, p = .001, \eta^2 = .133$). For the 2018 cohort, we found a main effect of time on test scores ($F(1, 95) = 38, p = .001, \eta^2 = .283$), and a significant interaction between time and attendance ($F(1, 95) = 6, p = .02, \eta^2 = 0.61$). The findings indicate that, when free to choose, higher proficiency students tend to attend more lessons and improve, while lower proficiency students fail to attend sufficient lessons and remain at the same level. By contrast, when actively encouraged to participate in the elective class, both types of learners improve their listening scores by roughly the same amount.

3

A strategy to improve Japanese medical students' verbal communication skills in English

Hideki Iizuka 飯塚秀樹 (Division of Languages and Humanities, Department of Premedical Sciences, Dokkyo Medical University 獨協医科大学基本医学語学・人文教育部)

In 2010, the Educational Commission for Foreign Medical Graduates in the U.S. declared that graduates of medical schools that have not received international accreditation will not be eligible to take the U.S. Medical Licensing Examination from 2023. In response to this, the Japan Accreditation Council for Medical Education has released Basic Medical Education: Japanese Specifications, Global Standards for Quality Improvement. Among the recommended evaluation criteria, there are certain goals that cannot be realized without improving medical English education. For this reason, the Japan Society for Medical English Education has developed guidelines to address this issue. The guidelines call for students to be able 1) to read and understand textbooks and dissertations in English, 2) to interview and examine patients in

English, and 3) to present and hold discussions in English at conferences. For Japanese medical students, whose exposure to English is limited, achieving objectives 2) and 3), which require advanced verbal communication skills in English, is a major issue. Accordingly, I developed a teaching strategy based on shadowing and reproduction, and investigated how it changed students' scores on GTEC Academic before and after being exposed to the strategy. Students' scores on the test in all four skills, especially speaking and writing, rose after exposure, indicating that this strategy improves verbal communication skills. In this presentation, I will discuss the details of the strategy, and how it can be applied to enhance objectives 2) and 3).

4

Dental university students' perception of collaborative English learning

Shota Mukai 向井正太 (The Office of Education, Kanagawa Dental University 神奈川歯科大学総合教育部)

There is a common understanding among scholars and teachers that student-centered, active and collaborative learning methods optimize the development of communicative English skills. In the educational context of Japan, secondary-level students tend to be accustomed to the traditional learning approach (i.e. the teacher-centered lecturing method), which is designed, in the case of English learning, to help develop the grammar knowledge and reading skills that are most relevant to high-stake university entrance exams. Therefore, many students have little experience of the communicative approach when they enroll in higher education, and some of them have difficulty adapting themselves to the communicative and interactive learning methods they encounter in universities. Curriculum designers and teachers who

use the communicative approach in higher education in Japan need to be fully aware of their students' needs and wants in this transition. This presentation explores how first-year students at a dental university perceive their learning processes in active and collaborative learning environments. Data were gathered across three different school years and analyzed qualitatively. The students were generally found to be satisfied with the transition from the traditional English learning style to the communicative learning approach, though some students voiced their concerns as to how the collaborative learning and communicative approach deprived them of the learning conditions with which they were more familiar and comfortable. The pedagogical implications are also discussed.

1

Drawing: An innovative approach to learning medical English

Najma Janjua (Department of Languages, Kawasaki Medical School 川崎医科大学医学部語学教室)

The use of drawing tasks for learning English as a foreign language has been reported. In this approach, drawing is viewed as a way to complement reading, writing, listening, and speaking activities, and its use has been shown to promote content comprehension and retention, and to increase students' motivation to participate in lessons. In recent years, a need has been recognized in the medical profession as well to have doctors acquire drawing skills on the premise that it will help them become better communicators. However, the use of drawing in medical English education has not been reported. This presentation describes medical English lessons where students drew illustrations of medical situations and through the process learned medical terminology, syntax, and communication skills. A simple task in which students were asked to draw a patient in a hospital to illustrate

why the patient was there resulted in the creation of incredibly skillful drawings showing the patient in a leg cast, receiving intravenous therapy, having an X-ray, or lying in a hospital bed, to mention only a few. To describe their illustrations, students used medical terms ranging from simple words such as injection and fever, to advanced terminology such as electrocardiogram and otolaryngology, all of which were researched by themselves. In their feedback, students expressed immense joy and excitement in doing the task. This innovative approach was rewarding for the teacher and served to promote the creative abilities of the learners. Introducing drawing in medical English lessons can increase student motivation, improve their English proficiency, and help prepare them to be better communicators.

2

How well do Japanese medical students read research papers in English?: From the viewpoints of prior knowledge, vocabulary knowledge, and English language proficiency

Maki Shimizu 清水真紀 (Organization for Higher Education and Student Services, Gunma University 群馬大学大学教育・学生支援機構大学教育センター)

This paper discusses how well Japanese medical students read research papers in English in relation to their prior knowledge, vocabulary knowledge, and English language proficiency. Thirty-one first-year medical students were required to read a 254-word abstract from the New England Journal of Medicine (McNeil, J., et al., 2018) without using a dictionary, and answer questions based on it; the time limit for completing the task was 20 minutes. Q1-2 asked about their prior knowledge; Q3-4 asked whether they could define some keywords in different ways, using the passage as reference; Q5-6 were comprehension questions. The students also took TOEIC IP. The mean scores were 3.29 for prior knowledge (SD = 1.94, full marks = 6), 0.68 for vocabulary (SD = 0.54, full marks =

2), 2.84 for reading comprehension (SD = 0.82, full marks = 5), and 587.24 for TOEIC IP (SD = 71.52). No correlation was found between prior knowledge and reading comprehension ($r_{sp} = -.06$), whereas a weak correlation was obtained between vocabulary knowledge and reading comprehension ($r_{sp} = .24$). With regard to the students' English language proficiency, reading comprehension was not correlated with TOEIC IP scores ($r_{sp} = -.07$). In conclusion, reading English research papers is relatively difficult for the first-year Japanese medical students, who do not have adequate medical knowledge and are not allowed to use a dictionary; however, the students who were able to find proper synonyms within the abstract were likely to attain a better understanding of it.

Motoko Asano 浅野元子, **Miho Fujieda** 藤枝美穂 (General Education, Foreign Languages, Osaka Medical College 大阪医科大学 医学部総合教育講座語学教室)

医学英語教育において、論文の抄録を読んだり書いたりする能力を養成することの重要性は、本学会のガイドラインにも明記されているとおりである。本研究は、日本語訳が入手できる医学ジャーナルの抄録を利用して日英パラレルコーパスを構築し、それを教育に活用する方法を模索するプロジェクトの一環である。専門知識がまだ備わっていない学部1、2年生が専門性の高い論文を英語で読むことは難しいが、英語と日本語訳とを比較することで言語的な気づきを得ることができると考えられる。筆者らは、これまでこのコーパスを用いて、セミコロンなどの句読法が日本語訳では句点、読点、あるいはセミコロンのままで使用されていることや、the ... ofという枠組みのうち、数量や割合を表すthe rate of, the number of, the level ofなどは、日本語では文脈によって意味が異なるうえに表出しないことが多いことなどを

検討してきた。今回は、日本人の論文やエッセイでは使用頻度が低いことが知られている法助動詞に注目した。構造化された抄録のすべてのセクションにmay, would, could, 一部のセクションにcan, might, should, must, willが使用されており、shallは出現しなかった。背景セクションにはこれらの法助動詞がすべて認められ、相対頻度としても最も高かった。結論セクションでは、mayやshouldなどが数回出現したのみであった。日本語訳の「可能性がある」が、原文ではmay, could, wouldと使い分けられることや、wouldの多くがhypothesized...wouldのように仮説や検討内容を示す従属節で使われることなどは、学生にとって学習する機会が少ない事例と推察された。今後、教育現場で使用できるようにインターフェースを整備する予定である。

1

Hurdles, setbacks and rewards: Establishing and maintaining an international relationship with MD Anderson Cancer Center (Houston, Texas)

Donald C. Wood (Department of Medical Education, Akita University Graduate School of Medicine 秋田大学大学院医学系研究科医学教育学講座)

Japan's medical schools are constantly seeking to establish new relationships with overseas institutions or striving to maintain existing ones, for the benefit of their researchers and their students—not to mention their reputations. Indeed, researchers gain much from opportunities to make connections with overseas counterparts, students benefit from spending time at institutions in other countries, and medical schools' reputations are greatly enhanced. This is common sense, and everyone involved knows it. What everyone does not know is exactly how specific relationships are established and change over time, the ramifications of the “fine print” in the details, what benefits there are for all parties involved, and exactly how difficult such

unions can be to maintain. This presentation tells the story of the establishment of a relationship between the Akita University Graduate School of Medicine (Akita, Japan) and MD Anderson Cancer Center (Houston, Texas, USA) in 2014, and traces the evolution of the ongoing partnership, which culminated in the signing of an MOU in the summer of 2017. It shows that even when a relationship is easy to start, reaping full advantage from it can be very difficult, and that the arrangement may be harder to maintain in the long run than it was to forge in the first place. The presentation suggests, however, that the benefits to Japan's medical schools are many, and it encourages them to continue to seek out and establish new overseas partnerships.

2

Welcome to the Communication Forum: developing curricula and overseas programs for a new English center at Hirosaki University's medical department

Shari Joy Berman (Hirosaki University Graduate School of Medicine 弘前大学大学院医学研究科)

In 2012, I went to Hirosaki University to establish a comprehensive university language center. After managing that center at the main campus and teaching various courses, including the freshman Medical English course at the medical campus, for eight years, I moved full-time to the Medical Department in April 2020. My goal is to increase English learning opportunities for medical students, university hospital doctors, faculty and staff. One priority is lunchtime, after-hours/weekend classes for second-year students. Past attempts to add to their heavy workload have been futile, but at the new facility, which I'm tentatively calling the Communication Forum, those at/near the medical campus will be able to practice English easily. Having conducted three project-based learning (PBL) study-abroad programs with medical students and others, which involved job shadowing at Hawaii Island's Kona Community Hospital and Alii Health

Center, I also plan to develop additional medically oriented study-abroad programs. The focus of the 2019 PBL program was “wellness,” and the February 2020 program included “health literacy” and “emergency medicine.” My intention is to continue to emphasize medical topics, especially those of concern in rural areas. Aomori is known for its field medicine, so sharing information with other remote areas such as Kona, Hawaii has been invaluable. Hirosaki University is home to Dr. Nakaji's “Big Data” study on lifespan, but the average medical student knows little of his research, as health literacy is not emphasized in the standard curriculum. I also intend to introduce alternative medicine concepts, devices and remedies not commonly taught in medical school. This presentation will report on the first months of my program.

3

International baccalaureate students in Japanese higher education: an 8-year experience

Sabina Mahmood (Department of Student Support Services, Center for Enrollment Management, Okayama University
岡山大学登録管理センター学生支援サービス部門)

The International Baccalaureate (IB) education system aims to create a body of students who can make conscious decisions and become global citizens. In recent years, the number of IB students applying to Japanese National Universities has increased. Okayama University was the first National University in Japan to establish the IB Diploma admission policy, where IB students applying to the undergraduate course were exempted from taking the National University Entrance Exam or any other written exams. Over a period of eight years, 54 IB students have enrolled in 11 faculties and one special program, with the majority of IB

student enrollment in the Medical Faculty. This presentation will highlight the following details regarding IB admissions at Okayama University: a) the IB student background, b) reasons behind the increasing number of IB student admissions, c) IB student experiences in a Japanese academic environment, and d) faculty impressions of IB students. By sharing information effectively, Okayama University hopes that other Japanese Universities will become more familiar with the uniqueness of the IB education system in creating internationally minded students who can help to globalize Japanese higher education.

4

The need to develop strategies to deal with such issues involving foreign patients as language barriers, cultural differences, and unpaid medical bills in healthcare settings 医療機関は外国人困難事例への対応準備が必要である～言語障壁、文化相違、医療費未払い問題など～

Shigeo Irimajiri 入交重雄 (Department of International Medical Care, Department of General Internal Medicine and Infectious Disease, Rinku General Medical Center りんくう総合医療センター国際診療科, 総合内科感染症内科)

関西国際空港近くに位置するりんくう総合医療センターでは外国人受診が多く、日本人受診の際と異なる様々な問題が発生する。困難事例は多岐にわたり、対応にはその都度多大な労力が必要となる。外国人受診に不慣れた医療施設では対応困難であり、医療現場は混乱し多大な支障をきたす。個別の状況に合わせて解決せざるを得ないので対応マニュアル作成不能な事例が多いが、比較的多い問題に関しては、マニュアル作成が有用である。言語障壁対策としては院内対応担当者決定、遠隔通訳業者や通訳者派遣業者との契約、翻訳アプリ使用法習熟などが有用である。医療費未払い防止対策は、概算費用見積提示、クレジットカード利用、デポジット制度、入院中医療費週毎払い、家族への費用負担依頼、入院費用退院

後分割払、低緊急性事例では応急処置にとどめ母国医療機関での保険診療を提案などである。我々が経験した困難事例を紹介する。

1. 東欧出身研修者、航空機内および空港内でてんかん発作を起こし搬送。深夜に大声を出し暴れる。英語、日本によるコミュニケーション不能。警官到着後、警察の電話通訳システムによりロシア語通訳サービスを利用。本人の希望通りパスポートを返却し即退院とした。
2. 北米よりの旅行者、機内発症の循環器疾患のためICU収容。概算費用が500万円と高額。米国民間医療保険が利用可能か問い合わせたが時差のため深夜・早朝に数時間の通話を要した。本人が一旦支払い、その後保険会社により払い戻されることが判明。

1 Assessment of medical students' oral communication skills and the Roter Interactional Analysis System (RIAS)

Eric Hajime Jago,¹Takahiko Yamamori 山森孝彦² (¹Division of English, Nihon University School of Medicine 日本大学医学部一般教育学系英語分野, ²Foreign Languages, Aichi Medical University School of Medicine 愛知医科大学医学部外国語)

Medical English education has been gaining recognition at medical schools across Japan as various measures are implemented to adapt to a changing landscape. As such, a growing number of medical schools are providing preclinical students with oral communication skills development training within the context of medical history taking. The challenges of implementing such ambitious learning goals as being able to take a medical history in English with preclinical medical students include improving English skills in a way that is simple yet medically engaging enough for students who have little (if any) medical knowledge or training. Appropriate assessment strategies need to be more than simply testing general

English conversational abilities, yet preclinical students cannot reasonably be expected to be able to apply clinical reasoning to make sound diagnostic assertions based on a medically robust history taking in a foreign language. Therefore, an appropriate assessment strategy needs to consider both English interactional competence and medical relevance. Domestically, research has progressed with assessment rubric development in a growing number of studies. This presentation will describe the Roter Interactional Analysis System (RIAS) and show how useful it can be in creating an alternative assessment strategy to complement and perhaps enhance existing assessment tools.

2 Predictors of medical interview performance in new clinical English class for 5th-year medical students

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During Spring 2019, Showa University School of Medicine introduced a new mandatory course ("Clinical Medical English") for all 5th-year medical students (n = 122). One hundred eighteen students participated in the final evaluation of this course, which included an 8-minute medical interview with a foreign standardized patient (SP), a case presentation write-up, and a multiple-choice question (MCQ) exam. In this report, we aimed to identify possible predictors of students' performance on this medical interview, including MCQ exam scores, case presentation write-up scores, past TOEIC scores, objective structured clinical examination (OSCE) scores, and computer-based test (CBT) scores. Both the SPs (4-item assessment) and individual faculty members (1-item assessment) evaluated students' medical interview

performance, and their scores demonstrated high consistency ($r = 0.60-0.88, p < 0.001$) and good internal reliability (Cronbach's $\alpha = 0.93$). Therefore, a composite score was created and used in the subsequent analysis. Medical interview performance was significantly correlated with several items, including MCQ exam scores ($r = 0.52$), CBT scores ($r = 0.26$), OSCE scores ($r = 0.26$), TOEIC Listening scores ($r = 0.53$), TOEIC Reading scores ($r = 0.42$), and TOEIC Overall scores ($r = 0.53$). However, a regression analysis with all variables entered showed that only TOEIC Listening scores ($\beta = 0.34, p < 0.01$) and MCQ exam scores ($\beta = 0.33, p < 0.01$) remained as significant predictors. These results support the view that listening skills and medical knowledge are important factors in the clinical setting.

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At Showa University School of Medicine, students who elect to undergo clinical training at an institution outside of Japan are required to attend an intensive two-day clinical English workshop. The culmination of this workshop involves clinical interviews with standardized patients and an oral clinical case presentation, mimicking the overseas clinical setting. As our medical school undergoes a revamp in the overall curriculum, the vision was to extend this valuable communication skill set to the entire student body, not just those who will train overseas. To this end, we developed a course called “Clinical Medical English,” which is taken by all 5th-year medical students at our university. The final evaluation in this course involves clinical interviews with standardized

patients and completion of a written case presentation, which is submitted for evaluation. Involving over 120 students, this course was much larger in scope than our past intensive workshops for students intending to undergo international clinical electives, which involved about 20 students each. There were several challenges in putting this together on a larger scale, which were related to personnel availability, financial limitations, time constraints, and logistics. In this presentation, we share our experiences and the challenges we encountered, in the hope that the lessons we learned will be of value to other institutions that desire to expand their clinical English curriculum but share similar constraints and limitations.

1 Study abroad program as cultural competency education for pharmacy students

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Background

Kobe Pharmaceutical University (KPU) organizes a 2-week study abroad program in Boston, Massachusetts (USA). Each year, 14 students participate in the program. To make the study program more active, we advise our students to give presentations at Massachusetts College of Pharmacy and Health Sciences (MCPHS) to acquaint their audience with Japanese campus life and pharmacy education. This exercise not only makes the study program more dynamic but also increases our students' cultural competence through discussion with pharmacy students at MCPHS. The presentations at MCPHS are also a cultural experience for the MCPHS students. In this presentation, we discuss what students of both universities may have learned through the KPU

students' presentations.

Methods

We instructed the 14 KPU students who participated in the study abroad program to give 30-minute presentations in English at MCPHS. After the presentations, we used a questionnaire to survey the MCPHS participants and the 14 KPU students. We analyzed the data collected in 2019 and 2020.

Results and Discussion

A total of 59 MCPHS students answered the questionnaire. Most of their responses were favorable regarding the KPU presentations. We examined the responses of the MCPHS students from several aspects, such as the students' ethnic background and age, and correlated them with the responses of the KPU students.

2 Teaching English conference skills to medical staff

Ian D. Willey (Higher Education Center, Kagawa University 香川大学大学教育基盤センター)

With English dominating communication at international medical conferences, medical doctors whose first language is not English face significant challenges when navigating and presenting at conferences. This presentation will describe a pair of evening courses held at one university hospital in 2019 to develop the English conference skills of medical staff. The two courses met once a week for four weeks and five weeks, respectively; a total of 34 medical staff members participated, mainly medical doctors and faculty, as well as paramedical staff, faculty of other departments, and graduate students. In the first course, participants received instruction in preparing and presenting slides in the IMRAD format, and then prepared their own slides and presented them in small

groups. The second course focused on poster presentations and followed similar methods. Feedback was obtained through post-course questionnaires. A planned pre-course and post-course assessment of the effect the courses had on participants' willingness to communicate and international posture were inconclusive due to irregular attendance and dropout. Based on our experiences with in-service English courses over a two-year period, we conclude that conference English skills are more meaningful to participants than general speaking skill development. In order to address the issues of irregular attendance and dropout, we plan to organize one-day or weekend seminars, and a "conference club" with a core group of motivated members.

The 16th Kenichi Uemura Award 第16回植村研一賞

Awardee: Ian D. Willey

Ian Willey is an associate professor in the Higher Education Center at Kagawa University. He holds a M.A. in TESL from Kent State University and a Ph.D. in Sociolinguistics from Hiroshima City University. During his career in Japan he has taught at universities in Hiroshima, Tokyo, and Kagawa. For the past fifteen years he has taught Medical English and general English courses at Kagawa University, mainly for medical and nursing students. He has been in charge of a MEXT-funded English needs analysis of doctors and nurses in western Japan; drawing from these findings he has designed and implemented English courses for medical staff at the Kagawa University Hospital. His academic interests include medical editing, needs analysis, and the use of poetry and drama in medical humanities courses.



An English course for medical staff is like a box of chocolates...

Ian D. Willey, Gerardine McCrohan, Hiromi Suzuki (Kagawa University 香川大学)

This project builds upon an English needs analysis of medical doctors and nurses in western Japan, which showed that these professionals need basic English speaking skills more than specialized terminology and expressions. Based upon needs analysis findings, two in-service English courses, each running for eight-week sessions, were organized and conducted during a one-year period for staff at one university hospital in Shikoku. Approximately twenty staff members (both medical and paramedical) participated in each course. The primary objective of this one-year trial was to identify successful elements in the course design and methodology in order to establish in-service courses on a permanent basis. An emergent syllabus design was used to test various methods as the instructors became more aware of

participants' abilities and interests. Tasks included fluency-building exercises, instruction in compensatory strategies, and techniques from improvisational theater to accustom participants to impromptu speaking. Feedback from participants on the courses was gained through questionnaires and focus group interviews. Although feedback was generally positive, several barriers to participation were identified, including the participants' busy schedules and their diverse English abilities and goals. This project has revealed the unpredictable nature of voluntary in-service English courses for Japanese medical staff, and points to the importance of tailoring in-service courses to the needs and interests of specific groups of participants.

※The award ceremony will be held during the 24th JASMEE Academic Meeting (scheduled on July 17, 2021).
授賞式は第24回学術集会で執り行われます(2021年7月17日予定)

Past academic meetings

日本医学英語教育学会 学術集会一覧

回	会長	開催期日	開催会場
第1回	植村研一	1998年7月11, 12日	アクトシティ浜松コンgresセンター
第2回	小林充尚	1999年8月9, 10日	日本教育会館
第3回	平松慶博	2000年7月8, 9日	こまばエミナース
第4回	大木俊夫	2001年8月4, 5日	こまばエミナース
第5回	清水雅子	2002年8月3, 4日	川崎医療福祉大学
第6回	小林茂昭	2003年7月12, 13日	こまばエミナース
第7回	大野典也	2004年7月10, 11日	東京慈恵会医科大学
第8回	西澤 茂	2005年7月9, 10日	こまばエミナース
第9回	大瀧祥子	2006年7月15, 16日	ウェルシティ金沢 (石川厚生年金会館)
第10回	大石 実	2007年7月14, 15日	メトロポリタンプラザ
第11回	佐地 勉	2008年7月12, 13日	笹川記念会館
第12回	亀田政則	2009年7月18, 19日	福島県立医科大学
第13回	菱田治子	2010年7月3, 4日	聖路加看護大学
第14回	吉岡俊正	2011年7月9, 10日	東京女子医科大学
第15回	安藤千春	2012年7月21, 22日	ホテルグランドヒル市ヶ谷
第16回	伊藤昌徳	2013年7月20, 21日	東京ベイ舞浜ホテルクラブリゾート
第17回	西村月満	2014年7月19, 20日	東京ガーデンパレス
第18回	伊達 勲	2015年7月18, 19日	岡山コンベンションセンター
第19回	Timothy D. Minton	2016年7月16, 17日	慶應義塾大学 日吉キャンパス
第20回	福沢嘉孝	2017年7月22, 23日	オルクドール・サロン
第21回	影山幾男	2018年7月28, 29日	日本歯科大学生命歯学部
第22回	五十嵐裕章	2019年8月3, 4日	中野サンプラザ
第23回	高田 淳	2020年6月	* 誌上開催
第24回	元雄良治	2021年7月17, 18日	金沢市文化ホール
第25回	青木洋介	2022年7月(予定)	未定

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