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Medical English Education

The 25th JASMEE Academic Meeting Program and Abstracts

第25回日本医学英語教育学会
学術集会プログラム・抄録集

Dates 会期

July 16 (Sat) & 17 (Sun), 2022
2022 年 7 月 16 日 (土)・17 日 (日)

President 会長

Yosuke Aoki (Saga University School of Medicine)
青木 洋介 (佐賀大学医学部国際医療学講座・臨床感染症学分野)

Venue 会場

Japan Education Center
日本教育会館

 Japan Society for
Medical English Education

Official Journal of the Japan Society for Medical English Education (JASMEE)

Journal of Medical English Education

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jasmee@narunia.co.jp

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Greeting from the President

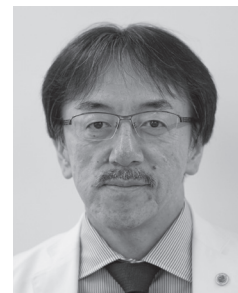
会長挨拶

President of the 25th Annual Meeting of JASMEE

Yosuke Aoki, MD, PhD.

第 25 回日本医学英語教育学会学術集会

会長 青木 洋介



Even though this academic meeting in the last two years might have been cancelled due to social constraints forced by the COVID19 pandemic, thanks to the considerable efforts of Drs. Jun Takata and Yoshiharu Motoo, the academic presentation was made in print (2020), and the annual meeting was held online (2021) successfully. First and foremost, we are very grateful for these former presidents.

Now it is my great pleasure to host the 25th Academic meeting of JASMEE, which is scheduled on July 16 (Sat) and 17 (Sun), 2022 in Tokyo. I also would like to express my sincere gratitude for the members of JASMEE to give me an invaluable opportunity to serve this meeting.

As a physician who teaches Medical English, I have always encouraged students to become accustomed to learning medicine through English textbooks and articles given that we are living in an era where medicine no longer has national borders, and the standardization of literacy is utilized in English worldwide. These current situations have me concerned about proficiency and the way EMP is taught and understood in my medical school. This is evident in that the motivation toward learning medicine in English among us, including students and myself, varies greatly. Therefore I decided on the theme of this meeting, “The Current Role of JASMEE in Healthcare Education”, calling for papers among various subspecialties involved in EMP in this non-English speaking country. Thanks to all of you for your engagement in this meeting. We have had a total of 27 abstracts for general topics, all of which would stimulate fruitful discussions around the theme of this meeting.

The general topics consists of 7 sessions for EMP: 1) Learning activities, 2) Motivation and Developments, 3) Performance and Evaluation, 4) New strategies in Teaching, 5) Knowledge and Skills, 6) EMP in Nursing, and 7) Medical interviews. Each of these sessions are not independent of each other and there will rather be common issues to be shared across the sessions.

The talk on July 16th will be given by Dr. Nakaya Saito, who is the chief executive officer of The Honolulu Academy of Medicine in Tokyo. Looking back having given a special talk in the 8th annual meeting of JASMEE in 2005, Dr. Saito will discuss the current issues and future perspectives of medical English education in Japan, reflecting on his expertise in coaching adult learning, specifically Problem-Based Learning, that he developed as a faculty member of the Office of medical Education, John A. Burns School of Medicine, the University of Hawaii.

On July 17th, Dr. Takayuki Oshimi will chair a panel discussion featuring the Occupational English Test (OET) that has been adopted as an alternative to USMLE Step2 CS. Strategies in teaching EMP with which to enable students to pass OET will be elaborated involving medical students from the IUHW who took this examination. This panel discussion is expected to shed light on the main theme of this meeting and will guide participants in picturing concrete strategies and a representative goal of EMP conducted in Japanese medical schools.

I will give a presidential talk on “COVID19 fundamentals: what determines how it spreads” in English, which would be of your help to make sense of the world of contagious diseases with interest.

Finally, had it not been for the direction from Dr. Isao Date, the Executive Chair of JASMEE, and secretarial assistance from Ms. Kimiko Sato, the chief executive officer of Narunia, the preparation for this meeting would not have been possible. As an infectious disease practitioner, I feel immense responsibility in taking care of this year’s conference, by keeping the venue as safe and as comfortable as possible. I sincerely hope that the 25th JASMEE meeting will be held in person in the very near future.

Yosuke Aoki, MD, PhD.

Division of Clinical Infectious Disease, Department of International Medicine, Saga University School of Medicine

皆様ご存じのように、2020年から世界を震撼・混乱させてきた新型コロナウイルス感染症により、過去2年にわたり本学術集会の開催も危ぶまれましたが、種々の制約の中、開催を中断することなく、紙上、あるいは on line で年次集会を開催頂いた高田淳先生、ならびに元雄良治先生のご尽力に、心から敬意と感謝の念を示すものであります。

そのような中、この度、第25回日本医学英語教育学会学術集会の会長を務めさせて頂くことを大変光栄に存じます。このような機会を賜りましたことに、会員の皆様方に心からお礼申し上げます。

医療英語教育を担当する臨床医として、私は「英語の教科書や学術論文を通して医学を学ぶことに慣れてほしい」ということを説き続けています。今や、医学・医療には国境はなく、修学の標準化も英語を通して行われています。一方で、医学医療英語を学習することの価値や動機付けが学生および教師の間で一様ではないことも考慮すると、自施設で行っている医語教育のあり方の妥当性や有効性については、いつも考えておかねばなりません。このような理由により、今回の学術集会のメインテーマを「我が国の医療者教育における JASMEE の今日的役割」とさせて頂き、演題を募集したところ、会員の皆様方の学会へのお取組みのお陰で27もの一般演題の申し込みを頂きました。

今回はこれらを以下の7つのセッションに分けました:1) 学習活動, 2) 動機付けと発展, 3) 取り組みと評価, 4) 新たな教育技法, 5) 知識と技能, 6) 看護教育における EMP, 7) 医療面接 (病歴聴取)。いずれのセッションも共通する課題が多いと思います。活発な意見交換を行って頂けるものと期待しております。

1日目(7月16日)の特別講演は、The Honolulu Academy of Medicine 代表理事で医師の斎藤中哉先生にお願いしております。斎藤先生は、第8回の本学会でも特別講演をお務め頂いておりますが、その後17年の間、ホノルルおよび日本でお取組みになったPBL型医学教育、医療英語教育のご経験を振り返りながら、日本の医学英語教育の課題と展望についてフロアとインターアクティブな環境で語って頂く予定です(斎藤先生は、同日、医療英語教育のワークショップでホノルルにいらっしゃいますので、webでご講演頂く予定です)。

2日目(7月17日)のパネルディスカッションは、今回も国際医療福祉大学の押味貴之先生にご企画をお願いしました。テーマは、USMLE Step2 CSにとって替わる「OET: Occupational English Test」を取り上げて頂き、この試験を受験する医学生のために我が国ではどのような教育手法を工夫すべきかについて、実際にこの試験を受けた医学生の皆さんを交えて検討をして頂く予定です。

正しく今回のテーマに直接に関連するトピックであり、会員にとって、EMP教育の具体的な戦略や、その学習のゴールをイメージする導きになることが期待されます。

なお、私自身も、自らの専門分野に立ち、感染拡大および収束の機序等を交え、COVID19の基本的理解の助けになるよう、お話をさせて頂く予定です。

最後に、今回の学術集会の準備に初期からご指導を頂きました理事長の伊達勲先生と、事務局として支えて頂きましたなるにあの佐藤公子様に、心からお礼申し上げます。

今回の学術集会を安全に、かつ、快適な環境で運営することに、感染対策を専門とする立場として責任を感じておりますが、間もなく、本学術集会を皆さんとご一緒に対面開催できることを心から願っております。



青木 洋介

佐賀大学医学部国際医療学講座・臨床感染症学分野

Journal of Medical English Education

Vol. 21, No. 2, June 2022

Journal of Medical English Education, the official publication of The Japan Society for Medical English Education, was founded in 2000 to promote international exchange of knowledge in the field of English education for medical purposes. Until June 2006 (Vol. 5 No. 2), the registered title of the Journal was *Medical English - Journal of Medical English Education*; the current title, which was registered in December 2006 (Vol. 6 No. 1), should be used for citation purposes.

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General information | 参加の方へのご案内

■ Outline of the event

Dates: July 16 (Sat) & 17 (Sun), 2022

Venue: Japan Education Center (8F, Conference Room 2)

2-6-2 Hitotsubashi, Chiyoda-ku, Tokyo, 101-0003

<https://www.jec.or.jp/>

Registration fees:

	Members	Non-members	Student members
Pre-registration	8,000 yen	9,000 yen	Free
On-site registration	9,000 yen	10,000 yen	

* To avoid congestion at the registration desk, on-line pre-registration is encouraged, which will be available until July 8.

* Registration is also required for students, although there will be no fee charged.

■ Pre-registration

Click here to pre-register:

<http://jasmee.umin.jp/25jasmee/application.html>

Pre-registration deadline: July 8 (Fri), 2022

1. Please register and pay the registration fee in advance. After July 9, please register using the form and pay the registration fee at the venue on the day of the event.
2. For more information about membership, please visit the following website. Presenters must be members of the Society.

Registration guidance: <https://jasmee.jp/join/>

■ Annual membership fee

No annual dues will be accepted at the venue.

■ Reception desk at the venue

1. For those who have pre-registered:
Please submit the "Pre-registered: Nameplate exchange ticket" sent to you in advance by e-mail to the registration desk to receive a name tag.
"Pre-registered: Nameplate exchange ticket" and receipts will be sent around July 11.
2. For those who have not yet completed pre-registration (for applications after July 9):
 - 1) If possible, please submit your registration form prior to your visit. If you have not submitted your registration form in time, please notify us at the registration desk.
 - 2) Please pay the registration fee at the venue reception.

■ 開催概要

会 期：2022年7月16日(土)・17日(日)

会 場：日本教育会館(8階 第2会議室)

〒101-0003 東京都千代田区一ツ橋2-6-2

<https://www.jec.or.jp/>

参加費：

	会員	非会員	学生
事前受付	8,000円	9,000円	無料
当日受付	9,000円	10,000円	

※当日の受付の混雑緩和のため、できるだけ事前受付をお願いいたします。事前受付締切後は「当日受付」の扱いとなります。

※学生は参加費無料ですが、参加登録は必要です。

■ 事前参加登録

事前登録：

<http://jasmee.umin.jp/25jasmee/application.html>

事前受付締切：2022年7月8日(金)

1. 参加にあたっては、事前に「参加登録」と「参加費のご入金」をお願いいたします。
7月9日以降はフォームでお申込みいただき、参加費は当日会場でお支払いください。
2. ご入会は下記サイトよりお手続きください。ご発表者は本会会員に限ります。必ずご入会ください。
入会について：<https://jasmee.jp/join/>

■ 年会費について

会場での年会費の受付はいたしません。

■ 会場受付

1. 事前受付を済ませた方：
事前にメールでお送りする「事前登録済：名札引換券」を受付に提出し、名札を受け取りお名前をご記入の上会場に入場してください。
「事前登録済：名札引換券」および領収書は、7月11日ごろ送信の予定です。
2. 事前受付が未了の方(7月9日以降の申込み)：
 - 1) 可能でしたら参加申込フォームを送信し登録してご来場ください。申込フォームの入力も間に合わなかった方は受付に申し出てください。
 - 2) 会場受付で参加費をお支払いください。

事前登録済：名札引換券

Pre-registered: Nameplate exchange ticket

第 25 回日本医学英語教育学会
JASMEE2022
2022 年 7 月 16 日(土)・17 日(日)

〇〇 〇〇 様

当日、この引換券を受付に提出して名札を受け取ってください。
名札は参加証となります。会場では必ず名札を身に付けてください。

On the day of the event, please submit this voucher to the
receptionist to receive a name tag.
All registered attendees must wear their name tags at the
venue.

3) Please receive a name tag and fill in your name before entering the venue.

3. All registered attendees must wear their name tags at the venue.

● Participation certificate and receipt

The name tag will be your participation certificate. Receipts will be sent by e-mail along with the nameplate exchange ticket. Please note that participation certificates and receipts will not be reissued.

■ For general topics speakers

1. Presenters are requested to bring their own PC and connect it to the connector at the presenter's table for projection.
2. If you wish to use data including video with sound, please contact the secretariat in advance.
3. Please wait at the "Next Speaker's Seat" in the hall at least 10 minutes before your scheduled presentation time.
4. Presenters will be given 15 minutes (12 minutes + 3 minutes for Q&A), with a warning bell to ring once before the 1 minute mark and a closing bell to ring once at 12 minutes (total of 2 times). The 3 minutes for Q&A includes the time for the speaker change, so please be on time.
5. The chairperson will have the discretion to designate the questioner. Please move to the microphone and follow the chairperson's instructions to state your affiliation and name before speaking.
6. Presentations will be oral PowerPoint presentations. The output terminal is Mini D-Sub 15-pin; if you use a Macintosh, please bring a 16-pin connection cable.

3) 名札を受け取り、お名前を記入のうえ会場にご入場ください。

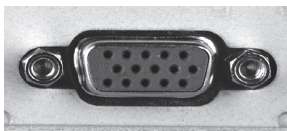
3. 受付完了後、会場では必ず名札を身に付けてください。

● 参加証および領収証

名札が参加証となります。領収書は名札引換券とともにメールでお送りします。参加証・領収書は再発行いたしませんのでご注意ください。

■ 一般演題演者の方へ

1. 発表は PC を各自ご持参いただき、演者席のコネクタに接続して映写してください。
2. 音声付き動画を含むデータをご使用の場合は、事前に事務局にご連絡ください。
3. 発表予定時刻の 10 分前までに会場の「次演者席」でお待ちください。
4. 発表時間は 12 分 + 質疑 3 分 計 15 分です。1 分前に予告ベル 1 回、12 分で終了ベル (2 回) でお知らせいたします。質疑 3 分には演者交代の時間も含めていますので、時間厳守をお願いいたします。
5. ご質問者の指名は座長に一任となります。マイクの場所へ移動して、座長の指示に従い、所属とお名前を名乗ってから発言してください。
6. 発表は PowerPoint による口演です。出力端子は Mini D-Sub15 ピンです。Macintosh をご使用される場合は 16Pin 接続用ケーブルもご用意ください。



Mini D-Sub15 ピン
(Mini D-Sub15-pin)



■ For chairs

1. The program will proceed as per the itinerary. Please wait at the "Next Chair's Seat" in the hall 10 minutes before the start of your session.
2. If you wish to have a meeting with other chairpersons of the same session, please call or e-mail us in advance. We may not be able to provide a meeting place on the day of the event.

■ Sales of program issues

Copies will be sold for 3,000 yen per copy.

■ Drink service

Drink corner is available in Conference Room 3. Please use it.

■ Reception

We will decide whether to hold the event based on the expansion of COVID-19. As soon as a decision is made, it will be posted on the website.

Date and time: July 16 (Sat) 18:00

Venue: Kizan Club (Japan Education Center, 9F)

Participation fee : 6,000 yen

■ Kenichi Uemura Award

Date and time: July 16 (Sat) 16:55

Venue: Japan Education Center (8F, Conference Room 2)

The 16th Kenichi Uemura Award Ceremony will be held in 2019.

■ Related meeting schedule

Board meeting: July 15 (Fri) 18:00-19:00

Japan Education Center, Room 810

Councilors' meeting: July 17 (Sun) 9:00-9:30

Meeting place

(Japan Education Center, 8F, Conference Room 2)

Member debriefing session: July 17 (Sun) 9:30-10:00

Meeting place

(Japan Education Center 8F, Conference Room 2)

■ JASMEE Secretariat

c/o NARUNIA Inc.

3-3-11 Hongo, Bunkyo-ku, Tokyo, 113-0033 Japan

Phone +81-3-3818-6450

E-mail: jasmee@narunia.co.jp

■ 座長の方へ

1. プログラムは日程表どおりに進めます。ご担当セッション開始 10 分前までに会場の「次座長席」でお待ちください。
2. 同じセッションを担当される座長の先生同士で打合わせを希望される場合は、事前にお電話、メール等でお打合せをお願いいたします。当日は打合せの場をご提供できない場合がございます。

■ プログラム・抄録号の販売

1部 3,000 円で販売いたします。

■ ドリンクサービス

第3会議室にドリンクコーナーをご用意しています。ご利用ください。

■ 懇親会

新型コロナウイルス感染症の拡大状況をみて開催を決定いたします。決定次第、ホームページにご案内いたします。

日時：7月16日(土) 18:00

会場：喜山倶楽部(日本教育会館 9階)

■ 植村研一賞

日時：7月16日(土) 16:55

会場：日本教育会館 8階 第2会議室

2019年第16回植村研一賞授賞式を開催いたします。

■ 関連会議日程

理事会 7月15日(金) 18:00～19:00

日本教育会館 810号室

評議員会 7月17日(日) 9:00～9:30

学会会場(日本教育会館8階 第2会議室)

会員報告会 7月17日(日) 9:30～10:00

学会会場(日本教育会館8階 第2会議室)

■ 日本医学英語教育学会事務局

編集室なるにあ

113-0033 東京都文京区本郷 3-3-11 NCKビル

電話 03-3818-6450

E-mail: jasmee@narunia.co.jp

Transportation and Floor map | 交通・会場のご案内

地下鉄都営新宿線

東京メトロ半蔵門線神保町駅 (A1 出口)

下車徒歩 3 分

地下鉄都営三田線神保町駅 (A1 出口)

下車徒歩 5 分

東京メトロ東西線竹橋駅

(北の丸公園側出口)

下車徒歩 5 分

東京メトロ東西線九段下駅 (6 番出口)

下車徒歩 7 分

JR 総武線水道橋駅 (西口出口)

下車徒歩 15 分

■ 東京駅からの主なアクセス

東京駅 — (丸ノ内線・池袋方面) — 大手町駅 —
(半蔵門線・中央林間方面) — 神保町駅

(約 15 分)

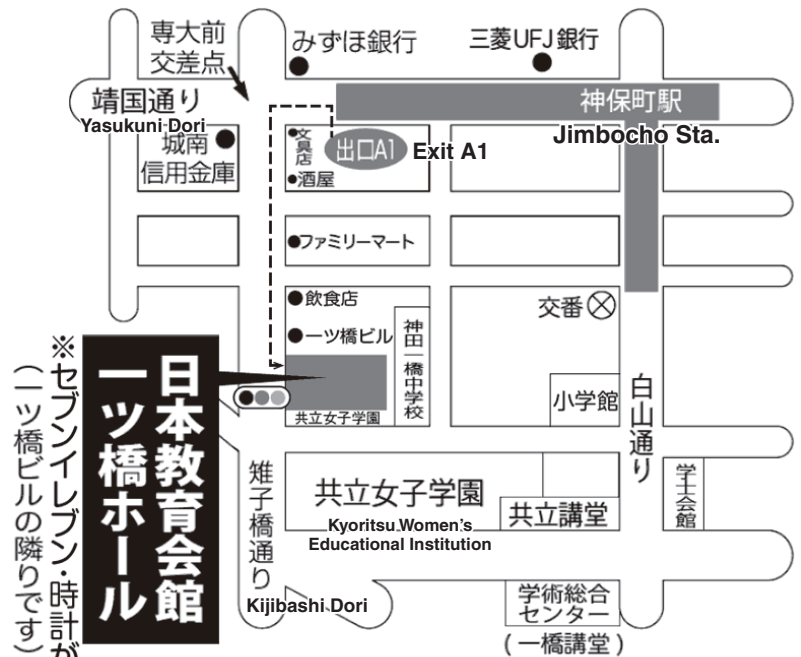
■ 羽田空港からの主なアクセス

羽田空港 — (京浜急行・品川方面) — 泉岳寺

— (都営浅草線・押上方面) — 三田

— (都営三田線・西高島平方面) — 神保町

(約 1 時間)

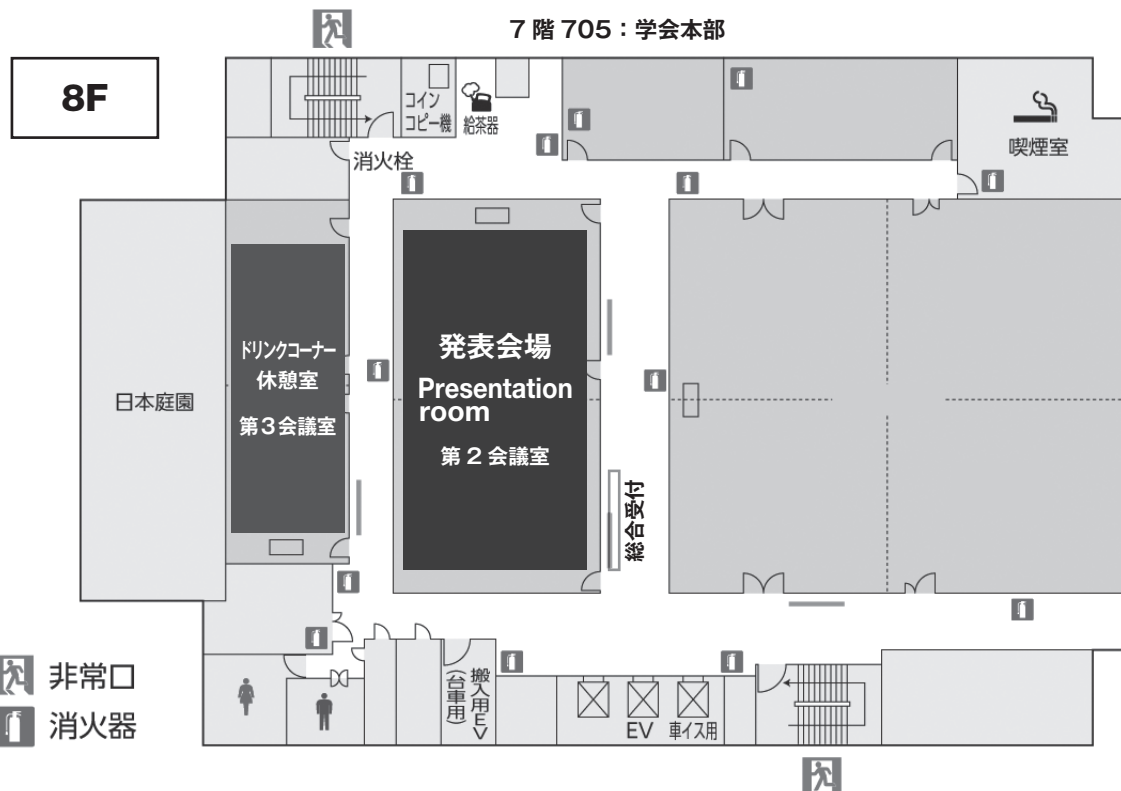


■ 交通機関のご案内

東京メトロ半蔵門線・都営新宿線・都営三田線 / 神保町駅 (出口 A1)

■ Transportation

Tokyo Metro Hanzomon Line, Toei Shinjuku Line, Toei Mita Line / Jimbocho Sta. (Exit A1)



Timetable | 日程表

July 16, Sat 7月16日(土)	
9:20 9:30	Opening remarks 開会挨拶 … 会長 青木洋介 Yosuke Aoki
10:30 10:40	General topics 1 一般演題 1 Learning activities 学習活動 座長 Chairs: 小島多香子 Takako Kojima 影山幾男 Ikuo Kageyama 演題番号 No.1 ~ 4
12:05	General topics 2 一般演題 2 Student motivation and development 動機付け進展/成長 座長 Chairs: 徳川城治 Joji Tokugawa 玉巻欣子 Kinko Tamamaki 演題番号 No.5 ~ 9
13:00	Lunch break 昼休み
14:30 14:40	Special lecture 特別講演 Twenty years before and twenty years after: A clinician's dream and vision of medical English education ある臨床医の医学英語教育への夢と構想: これまでの20年。そして、これからの20年 Chair 座長: 青木洋介 Yosuke Aoki Speaker 演者: 齋藤中哉 Nakaya Saito
15:40 15:50	General topics 3 一般演題 3 Student performance and evaluation 取り組みと評価 座長 Chairs: 入交重雄 Shigeo Irimajiri 黒住和彦 Kazuhiko Kurozumi 演題番号 No.10 ~ 13
16:50 16:55	General topics 4 一般演題 4 New strategies in teaching 新たな教育技法 座長 Chairs: Timothy D. Minton 岩田 淳 Jun Iwata 演題番号 No.14 ~ 17
17:10	Kenichi Uemura award ceremony 植村研一賞授賞式

July 17, Sun 7月17日(日)	
9:00	Councilors' meeting 評議員会
9:30	Member debriefing session 会員報告会
10:00 10:05	Presidential talk 会長講演 COVID19 fundamentals: What determines how it spreads? Chair 座長: 伊達 勲 Isao Date Speaker 演者: 青木洋介 Yosuke Aoki
10:50 11:00	Panel discussion パネルディスカッション Medical student symposium: English lessons for OET OET ってどんな試験? 学生と一緒に考える医学部での試験対策 Coordinator: 押味貴之 Takayuki Oshimi
12:00	Lunch break 昼休み
13:00 14:00 14:10	General topics 5 一般演題 5 Knowledge and skills 知識と技能 座長 Chairs: Raoul Breugelmans 服部しのぶ Shinobu Hattori 演題番号 No.18 ~ 21
14:55 15:05	General topics 6 一般演題 6 EMP in nursing 看護教育における EMP 座長 Chairs: 安藤千春 Chiharu Ando 亀岡淳一 Junichi Kameoka 演題番号 No.22 ~ 24
15:50	General topics 7 一般演題 7 Knowledge and skills 医療面接 (病歴聴取) 座長 Chairs: 一杉正仁 Masahito Hitosugi 福沢嘉孝 Yoshitaka Fukuzawa 演題番号 No.25 ~ 27
15:50	Closing remarks and speech by President of JASMEE2023 閉会および次期会長の挨拶 第25回会長 青木洋介 Yosuke Aoki 第26回会長 一杉正仁 Masahito Hitosugi

Program | プログラム

July 16, Sat

7月16日(土)

9:20

Opening remarks: President of JASMEE2022 Yosuke Aoki

9:20

開会挨拶…会長 青木洋介

9:30 — 10:30

General topics 1 Learning activities

Chairs **Takako Kojima** Tokyo Medical University
Ikuo Kageyama The Nippon Dental University

- 1 Student-generated e-learning authoring as and for learning in medical English education
Raoul Breugelmans Department of English, Kansai Medical University
- 2 EMP activities of International Baccalaureate (IB) students at Okayama University Medical School during the COVID-19 Pandemic
Sabina Mahmood Okayama University
- 3 Introduction to telemedicine: Developing rapport in a basic history taking course using simulated patients on Zoom
Jeanette Dennisson Tokyo Medical and Dental University
- 4 The positive effects of a short-term academic English writing course on students' confidence and written output
Marta Pijanowska International University of Health and Welfare, School of Medicine

10:40 — 12:05

General topics 2 Student motivation and development

Chairs **Joji Tokugawa** Juntendo University
Kinko Tamamaki Kobe Pharmaceutical University

- 5 Clinical case presentations: The confusing bits
Michael Guest University of Miyazaki
- 6 General English vs English for Medical Purposes: A comparative analysis of medical school students' performance general English assessments compared to general English assessments
Richard O'Shea Nihon University, School of Medicine
- 7 Effects of clinical English education using online self-learning tools including speech shadowing
Tazuko Nishimura プレミアム医学英語教育事務所
- 8 Relationship between passive and active communication skills as measured by language proficiency tests in first-year medical students
Cosmin Mihail Florescu International University of Health and Welfare, School of Medicine

9:30 — 10:30

一般演題 1 学習活動

座長 小島多香子 東京医科大学国際医学情報学
影山 幾男 日本歯科大学新潟生命歯学部

- 1 Student-generated e-learning authoring as and for learning in medical English education
Raoul Breugelmans Department of English, Kansai Medical University
- 2 EMP activities of International Baccalaureate (IB) students at Okayama University Medical School during the COVID-19 Pandemic
Sabina Mahmood 岡山大学全学教育学生支援機構・アドミッション部門IB推進室
- 3 Introduction to telemedicine: Developing rapport in a basic history taking course using simulated patients on Zoom
Jeanette Dennisson Tokyo Medical and Dental University
- 4 The positive effects of a short-term academic English writing course on students' confidence and written output
Marta Pijanowska International University of Health and Welfare, School of Medicine

10:40 — 12:05

一般演題 2 動機付け進展/成長

座長 徳川 城治 順天堂大学附属練馬病院脳神経外科
玉巻 欣子 神戸薬科大学英語第二研究室

- 5 Clinical case presentations: The confusing bits
Michael Guest University of Miyazaki
- 6 General English vs English for Medical Purposes: A comparative analysis of medical school students' performance general English assessments compared to general English assessments
Richard O'Shea Nihon University, School of Medicine
- 7 シャドーイングを含む自習型オンライン学習支援ツールを用いた臨床英語教育の効果
Tazuko Nishimura プレミアム医学英語教育事務所
- 8 Relationship between passive and active communication skills as measured by language proficiency tests in first-year medical students
Cosmin Mihail Florescu International University of Health and Welfare, School of Medicine

9 How to improve real-world speaking ability within conference and clinical settings

Maiko Sakamoto Pomeroy Saga University

12:05 — 13:00

Lunch break

13:00 — 14:30

Special lecture

Chair **Yosuke Aoki** Saga University

**Twenty years before and twenty years after:
A clinician's dream and vision of medical English education**

Nakaya Saito Representative Director, The Honolulu Academy of Medicine

- 第一部 講演 20分 + (短い質疑応答と座長コメント 5分)
- 第二部 講演 20分 + (短い質疑応答と座長コメント 5分)
- 第三部 講演 20分 + (全体質疑応答と座長コメント 10分)

14:40 — 15:40

General topics 3 Student performance and evaluation

Chairs **Shigeo Irimajiri** Rinku General Medical Center

Kazuhiko Kurozumi Hamamatsu University School of Medicine

- 10** What motivates Japanese 1st-year medical students to learn English at university
Maki Shimizu Gunma University
- 11** Applying a bilingual corpus database system of medical abstracts to a fourth-year reading classroom: Focusing on randomized controlled trials
Motoko Asano Osaka Medical and Pharmaceutical University
- 12** A comparative study of English programs in medical schools in Japan: A research through syllabi
Daisuke Sasaki Toho University
- 13** Sensitizing students to word parts on a medical English course
Simon Fraser Hiroshima University, Institute for Foreign Language Research and Education

15:50 — 16:50

General topics 4 New strategies in teaching

Chairs **Timothy D. Minton** Keio University

Jun Iwata Shimane University

- 14** A medical English educator's recipe for growth
Alan Simpson University of Miyazaki
- 15** Quantitative analysis of eye contact as a numerically measurable factor to evaluate communication and interpersonal skills in medical history-taking performance
Takahiko Yamamori Aichi Medical University School of Medicine

9 How to improve real-world speaking ability within conference and clinical settings

Maiko Sakamoto Pomeroy 佐賀大学医学部附属地域医療科学教育研究センター

12:05 — 13:00

昼休み

13:00 — 14:30

特別講演

座長 青木 洋介 佐賀大学医学部国際医療学講座

**ある臨床医の医学英語教育への夢と構想：
これまでの20年。そして、これからの20年**

齋藤 中哉 一般社団法人 The Honolulu Academy of Medicine 代表理事・医師

- 第一部 講演 20分 + (短い質疑応答と座長コメント 5分)
- 第二部 講演 20分 + (短い質疑応答と座長コメント 5分)
- 第三部 講演 20分 + (全体質疑応答と座長コメント 10分)

14:40 — 15:40

一般演題 3 取り組みと評価

座長 入交 重雄 りんくう総合医療センター国際診療科

黒住 和彦 浜松医科大学脳神経外科

- 10** What motivates Japanese 1st-year medical students to learn English at university
Maki Shimizu Gunma University
- 11** 医学英語学習支援システムを用いた論文抄録リーディング授業実践：ランダム化比較試験を中心に
Motoko Asano 大阪医科薬科大学
- 12** 国内大学医学部の「英語プログラム」の比較研究：シラバスによる調査
Daisuke Sasaki 東邦大学医学部医学科英語学研究室
- 13** Sensitizing students to word parts on a medical English course
Simon Fraser Hiroshima University, Institute for Foreign Language Research and Education

15:50 — 16:50

一般演題 4 新たな教育技法

座長 T. ミントン 慶應義塾大学医学部英語教室

岩田 淳 島根大学医学部医学英語教育学講座

- 14** A medical English educator's recipe for growth
Alan Simpson University of Miyazaki
- 15** Quantitative analysis of eye contact as a numerically measurable factor to evaluate communication and interpersonal skills in medical history-taking performance
Takahiko Yamamori Aichi Medical University School of Medicine

- 16** Using multimedia pedagogical materials in a medical English course
Najma Janjua Kawasaki Medical School
- 17** Making instructional video for a university hospital
Marshall Kiyoshi Higa Institute for Foreign Language Research and Education, Hiroshima University

- 16** Using multimedia pedagogical materials in a medical English course
Najma Janjua Kawasaki Medical School
- 17** Making instructional video for a university hospital
Marshall Kiyoshi Higa Institute for Foreign Language Research and Education, Hiroshima University

10:05 — 10:50

Presidential talkChair **Isao Date** Okayama University**COVID19 fundamentals: What determines how it spreads?**

Yosuke Aoki Saga University

11:00 — 12:00

Panel discussion**Medical student symposium: English lessons for OET**

Coordinator

Takayuki Oshimi International University of Health and Welfare (IUHW) School of Medicine

12:00 — 13:00

Lunch break

13:00 — 14:00

General topics 5 Knowledge and skillsChairs **Shinobu Hattori** Suzuka University of Medical Science
Raoul Breugelmans Kansai Medical University**18** Analysis of English questions in the National Medical Practitioners Qualifying Examination in Japan and discussion of their trends

Hideki Iizuka Dokkyo Medical University, Division of Languages and Humanities (English), Department of Premedical Sciences

19 Psychiatric care for non-Japanese patients during the COVID pandemicSako Ikegami Ikegami Mental Health Clinic/
Kobe Pharmaceutical University**20** Japanese pharmacy students' knowledge and skills of English for Medical Purposes (EMP): An interim report

Haruko Shimazaki 星薬科大学英語研究室

21 English language seminars for healthcare professionals in Sapporo

Saori Kitama Hokkaido University

14:10 — 14:55

General topics 6 EMP in nursingChairs **Chiharu Ando** Himeji Dokkyo University
Junichi Kameoka Tohoku Medical and Pharmaceutical University**22** Learning from one another- comparing basic nursing and midwifery skills in Japan and Germany

Daisy E Rotzoll University of Leipzig Medical School, Germany

10:05 — 10:50

会長講演座長 **伊達 勲** 岡山大学医学部脳神経外科**COVID19 fundamentals: What determines how it spreads?**

青木 洋介 佐賀大学医学部国際医療学講座

11:00 — 12:00

パネルディスカッション**OET ってどんな試験? 学生と一緒に考える医学部での試験対策**

コーディネーター

押 味 貴 之 国際医療福祉大学医学部医学教育統括センター

12:00 — 13:00

昼休み

13:00 — 14:00

一般演題 5 知識と技能座長 **服部しのぶ** 鈴鹿医療科学大学英語教育学
R. **ブルーヘルマンズ** 関西医科大学英語教室**18** Analysis of English questions in the National Medical Practitioners Qualifying Examination in Japan and discussion of their trends

Hideki Iizuka Dokkyo Medical University, Division of Languages and Humanities (English), Department of Premedical Sciences

19 Psychiatric care for non-Japanese patients during the COVID pandemic

Sako Ikegami 池上メンタルクリニック/神戸薬科大学

20 Japanese pharmacy students' knowledge and skills of English for Medical Purposes (EMP): An interim report

Haruko Shimazaki 星薬科大学英語研究室

21 札幌市における医療従事者を対象とした英語セミナーの実践

Saori Kitama 北海道大学

14:10 — 14:55

一般演題 6 看護教育における EMP座長 **安藤千春** 姫路獨協大学看護学部
亀岡 淳一 東北医科薬科大学内科学第三(血液・リウマチ科)**22** Learning from one another- comparing basic nursing and midwifery skills in Japan and Germany

Daisy E Rotzoll University of Leipzig Medical School, Germany

- 23** How do medical and nursing students measure up in terms of International Posture?
Ian David Willey Kagawa University
- 24** “Nursing Home” in the English papers correspond to in the Japanese system
Yoshihiko Baba Kyorin University

15 : 05 — 15 : 50

General topics 7 Knowledge and skills

- Chairs **Masahito Hitosugi** Shiga University of Medical Science
Yoshitaka Fukuzawa Aichi Medical University Graduate School of Medicine
- 25** Teaching history-taking skills to third-year students at Kawasaki Medical School: Challenges and future perspectives
Vitalii Katsuyama Kawasaki University of Medical Welfare, General Education Center
- 26** The Japan Functional History Taking Assessment (JFHTA) for measuring oral communication skills of novice Japanese medical students
Eric Hajime Jego Nihon University School of Medicine
- 27** The Medical Rally: A training event for residents in Tsukuba Medical Center
Thomas Mayers University of Tsukuba

15 : 50

Closing remarks and speech by President of JASMEE2023:
Yosuke Aoki, Masahito Hitosugi

- 23** How do medical and nursing students measure up in terms of International Posture?
Ian David Willey 香川大学
- 24** 英語論文における Nursing Home は、日本の制度では何に相当するか
Yoshihiko Baba 杏林大学医学部

15 : 05 — 15 : 50

一般演題 7 医療面接（病歴聴取）

- 座長 一杉正仁 滋賀医科大学社会学講座・法医学部門
福沢嘉孝 愛知医科大学戦略的先制統合医療・健康強化推進学
- 25** Teaching history-taking skills to third-year students at Kawasaki Medical School: Challenges and future perspectives
Vitalii Katsuyama Kawasaki University of Medical Welfare, General Education Center
- 26** The Japan Functional History Taking Assessment (JFHTA) for measuring oral communication skills of novice Japanese medical students
Eric Hajime Jego Nihon University School of Medicine
- 27** The Medical Rally: A training event for residents in Tsukuba Medical Center
Thomas Mayers University of Tsukuba

15 : 50

閉会および次期会長の挨拶…青木洋介, 一杉正仁

Abstracts | 抄録

COVID19 fundamentals: What determines how it spreads?

Yosuke Aoki

青木 洋介

Saga University

佐賀大学医学部国際医療学講座

As of May 7th, 2022, more than 500 million people worldwide have contracted COVID19, a respiratory infection caused by SARS (severe acute respiratory syndrome)-CoV-2, with a reported total number of deaths being 6 million. Even though the overall mortality differs more or less in countries or regions, COVID19 has brought about panics and pandemics in today's society uniformly, where human beings had been overdue for a global epidemic (pandemic) for more than a century since the Spanish flu in 1918. COVID19 seems to have been successful in settling its endemicity by continuing the cycle of unseen contagion in human society. The major reason for the current evolution of this coronavirus is considered due to its capabilities of fast mutation and cross-species transmission, both of which fundamentally contributed to a novel, deadly coronavirus to crop up in Wuhan, China, in 2019. Regardless of the type and characteristics of a pandemic virus, whether the infection is to spread or to be contained, as represented by "R" (reproduction number), depends largely on four factors: the duration of time a person contracting the disease remains infectious; the average number of opportunities they spread the infection each day they're infectious; the probability an opportunity results in transmission; and the average susceptibility of the population to an infection. These factors are abbreviated as DOTS for short. In this talk of DOTS, I will explain in plain words what determines how each of these factors is to regulate "R" and end up influencing the phase of the pandemic, and I hope that understanding the mechanism of prevention and control of the disease will make you feel reassured in terms of living with COVID19.

Twenty years before and twenty years after: A clinician's dream and vision of medical English education

ある臨床医の医学英語教育への夢と構想：これまでの20年。そして、これからの20年

Nakaya Saito

齋藤 中哉

Representative Director, The Honolulu Academy of Medicine

一般社団法人 The Honolulu Academy of Medicine 代表理事・医師

Background:

- (i) The speaker is an internist, clinician educator, and non-native speaker of English. He once gave a special lecture at the JASMEE 8th Academic Meeting (July 9, 2005).^{1,2} From that time, learning environment has been dramatically changed by the distinctive advancement of information and communication technology.
- (ii) The Japanese has the highest life expectancy at birth (84.3 years) and the highest healthy life expectancy at birth (74.1 years) in the world (World Health Statics 2022).

Agenda:

Why do we teach medical English and what is the goal of medical English education?

Relevant Topics:

- (i) An anecdote of Dr. Toshihide Maskawa (2008 Laureate of the Nobel Prize in Physics).
- (ii) Introduction to a two-by-two matrix analysis: “Good & Bad and Like & Dislike.”
- (iii) Students and professionals’ interest and ability survey on learning English.
- (iv) Critical review of English in the Japanese National Medical Licensing Examination.
- (v) Dive into international exchanges regardless of individual English proficiency: “Learning from Difference: Honolulu Healthcare Workshop” (Honolulu, HI, USA).

References:

1. 第8回日本医学英語教育学会学術集会 特別講演『医学英語教育の国際化：「日本流」から世界の潮流へ』（座長：菱田治子，演者：齋藤中哉）2005年7月9日 こまばエミナース（東京都目黒区）。
2. Nakaya Saito. 2006. Internationalization Strategy of Medical English Education: Japanese Style in the Global Trends (in Japanese). *Journal of Medical English Education*. 6 (1): 13–23.

Panel discussion | パネルディスカッション

Medical student symposium: English lessons for OET

OET ってどんな試験？ 学生と一緒に考える医学部での試験対策

Takayuki Oshimi

押味 貴之

International University of Health and Welfare (IUHW) School of Medicine

国際医療福祉大学医学部医学教育統括センター

米国臨床留学をするために必要な Educational Commission for Foreign Medical Graduates (ECFMG) Certificate を取得するためには、United States Medical Licensing Examination (USMLE) Step 1, Step 2 Clinical Knowledge (CK), and Step 2 Clinical Skills (CS) の全てに合格する必要があったが、コロナ禍によって2020年5月にUSMLE Step 2 CSの中断（その後廃止）が発表された。

このStep 2 CSは米国以外の医学生・医師の臨床場面での英語能力の証明としても機能していたのだが、その廃止に伴い、代替策として豪州の英語能力試験である Occupational English Test (OET) Medicine が採用され、ECFMG Certificate の取得にはOET Medicine の Listening, Reading, Writing, and Speaking という4つの領域全てで350点 (Grade B) 以上の取得が必須となった。

このパネルディスカッションではOET Medicine の概要を提示した後、実際に受験を経験した医学生から「試験対策として医学部からどのようなサポートを希望するか」という提言をしてもらう。

医学英語の資格試験として重要度が高まったOET Medicine に関して、医学英語教員としてどのような試験対策を提供すれば良いか、会場にて議論していきたい。

1

Student-generated e-learning authoring as and for learning in medical English education

Raoul Breugelmans, Rika Okuto

Department of English, Kansai Medical University

Advances in information and communication technology present opportunities for novel student-centered approaches to education. We report our experience with the generation of medical English e-learning content by students, which is based on the rationale that the authoring process constitutes a high level of active learning (“authoring as learning”), while the resulting product is a shareable resource for use by other students (“authoring for learning”). Three 3rd-year medical students assigned to the Department of English as part of a 4-week research practice course were tasked to produce an online medical English learning object (LO) and evaluate its effectiveness. The students were provided with the necessary tools and environment, including the e-learning authoring tools Lumi and H5P. The university learning management system (LMS) was used for project management,

collaboration, reflection and feedback. We, the medical English faculty, mainly played the role of facilitator, providing instructions, guidance and feedback, but intervening as little as possible in the actual authoring. The students each kept a daily journal in the LMS for reflection. The students conducted a questionnaire survey of other students to evaluate the LO. Replies were received from 38 students and feedback was overall positive. Nearly 90% of respondents accessed the LO on a smart phone or tablet, highlighting the necessity to optimize any future e-learning content for use on mobile devices. Provided students are given the appropriate tools along with well-balanced guidance by faculty, the production of medical English e-learning content by students “as and for” learning is a meaningful approach.

2

EMP activities of International Baccalaureate (IB) students at Okayama University Medical School during the COVID-19 PandemicSabina Mahmood¹, Tomoko Miyoshi²

¹ 岡山大学全学教育学生支援機構・アドミッション部門 IB 推進室, ² 岡山大学大学院医歯薬学総合研究科くらしき総合診療医学教育講座・岡山大学大学院医歯薬学総合研究科附属医療教育センター・岡山大学病院卒後臨床研修センター

Okayama University was the first Super Global National University in Japan to accept the International Baccalaureate (IB) Diploma and exempt IB students from taking the University Entrance Exams. Between 2012 April and 2021 October, 87 IB students enrolled in 10 Faculties and 1 special program, of whom 27 joined the Medical Faculty, including the Health Sciences, Pharmaceutical Sciences and the Dental School. Continuous follow-up of IB students from enrollment to graduation has revealed that, besides academic excellence, IB students are also well equipped with a high level of English fluency, effective communication skills, critical thinking skills and leadership skills, which help them adapt to new or unexpected situations. When the first wave of the COVID-19 pandemic hit university life in Japan,

extracurricular activities (ECA) were postponed indefinitely. It is well-known that in addition to helping students succeed both academically and personally, ECA are also important in student-character development. Irrespective of the type of activity, by taking responsibility to address a cause (in this case, the inability to carry out face-to-face ECA), and finding a solution (re-structuring the format of ECA to abide by pandemic restrictions and switch online), students raised their self-esteem and resilience and cultivated social development skills. This study investigated how 3 online EMP-based ECA (English PBL Club, English Club FIKA and Qualitative Research Club) led by IB students at the medical school helped students stay motivated and connected during the ongoing pandemic.

3

Introduction to telemedicine: Developing rapport in a basic history taking course using simulated patients on Zoom

Jeanette Dennisson

Tokyo Medical and Dental University

With the continued limitations of resources in the medical field and strained work and study environment due to the COVID-19 pandemic, the demand for telemedicine is expected to increase. Considering this increasing demand, one elective introductory medical English language course incorporated a telemedicine unit to teach the basic method of history taking with non-native Japanese (foreign) simulated patients (SPs) using a Zoom platform. Student doctors included Japanese first-year healthcare majors with limited medical education and training. All student doctors were taught on campus and performed history taking interviews with SPs both in person and online. In this study, SP-evaluated performance in history taking was compared between the telemedicine unit (online SPs) and the traditional unit (in-person SPs) based

on three factors of rapport: 1) professionalism, 2) empathy and 3) English communication. The results showed slightly better overall professionalism, empathy, and communication ability in the online environment than in the traditional in-person environment. Moreover, compared to the in-person SPs, online SPs showed slightly higher preference for further treatment by the student doctors. On the other hand, online and in-person SPs similarly evaluated the factors of professionalism (eye contact, attitude, and appearance) and the factors requiring medical knowledge (ability of assessment and treatment planning). Taken together, a small cohort of first-year healthcare majors with limited medical knowledge were able to develop good rapport with foreign SPs, especially in a telemedicine environment.

4

The positive effects of a short-term academic English writing course on students' confidence and written output

Marta Pijanowska, Takayuki Oshimi (押味貴之), Yusuke Hayasaka (早坂裕介), Cosmin Florescu, Jason Takada-Latchford

International University of Health and Welfare, School of Medicine

This study focuses on the results of a survey conducted among 1st-year students at the International University of Health and Welfare School of Medicine, as a part of a short-term (twelve 60-minute classes over 10 weeks) English academic writing course. The course was built around active learning principles, with most practice taking the form of student-led group work, with the goal of producing an IMRaD-style paper describing the results of the group's research project. The survey consisted of two separate parts. In Part 1, the students were given 5 minutes to describe the information presented in a graph. In Part 2, they answered 3 questions about their current confidence levels in writing skills. The same survey (with a different graph in Part 1) was

conducted again at the end of the course. The comparison of pre- and post-course survey results shows an increase in the mean word count (token) in the writing samples obtained in Part 1. Additionally, an increase was also recorded for the self-assessed confidence levels in Part 2 – in both the high-proficiency and low-proficiency groups. These results suggest that the course, despite its short-term nature, had positive effects on students' confidence levels, which in turn might have resulted in less hesitance in producing written output (hence the higher word-count). While the long-term effects of this confidence boost are yet to be investigated, there is hope that it will motivate students to keep improving their writing skills as they progress in their careers.

5

Clinical case presentations: The confusing bits**Michael Guest**

University of Miyazaki

Clinical case presentations are established peer-to-peer speech events carried out among medical professionals worldwide, very often in English. For over ten years, the presenter has been teaching case presentation skills to his medical students so that they may be able to perform them with confidence once they are in-service. However, students regularly struggle with certain aspects of the content. In this presentation, the speaker will outline many of the areas that medical students find difficult or confusing, why the confusion is occurring, and how to address it in the classroom so that students can eventually master the skill.

Samples from the students' own work will be presented. Among the items covered will be singularity versus plurality of symptoms, multiple notions of duration, the significance of onset information, the difference between risk factors and complications, and the nuances of chronic versus acute symptoms. Further, the issue of developing consistency and coherence in the data will be discussed. It is hoped that a discussion of these confusing items may aid other EMP teachers who are teaching their students how to compile and present case reports.

6

General English vs English for Medical Purposes: A comparative analysis of medical school students' performance in general English assessments compared to general English assessments**Richard O'Shea¹, Sean Thornton², Hiromitsu Kataoka²**¹ Nihon University, School of Medicine, ² Hamamatsu University School of Medicine

This presentation introduces a comparative study into the English test performance of twenty-eight second-year medical students. Findings were based on participant performance in 2 tests: a Common European Framework of Reference-based test and a modified Occupational English Test. The CEFR-based test is designed to measure general English ability, and the OET test is designed to measure Medical English ability. The CEFR test was taken once during the final class of the semester, and the OET test was taken twice, once at the beginning of the semester and once at the end. The tests results were analysed using a t-test and

a Pearson Correlation. The T test compared the two OET test scores and found that there was a significant difference between the two, with scores increasing between the first and second. The Pearson Correlation was used to compare scores between the CEFR and OET scores. It showed that, within the study sample, there was a positive correlation between the OET and CEFR test scores. However, the correlation was weak (<0.3), as was the statistical significance rating (>0.05). This presentation will explain the study and give some ideas on what the results could mean.

7

Effects of clinical English education using online self-learning tools including speech shadowing シャドーイングを含む自習型オンライン学習支援ツールを用いた臨床英語教育の効果

Nishimura Tazuko (西村多寿子)¹, Chuya Takahashi (高橋宙矢)², Yuhei Fukushima (福島宥平)², Tadashi Komatsu (小松 正)³, Yusuke Inoue (井上雄介)⁴, Nobuaki Minematsu (峯松信明)⁵

¹ プレミアム医学英語教育事務所, ² 京都大学医学部医学科, ³ 小松研究事務所, ⁴ INOLABO, ⁵ 東京大学大学院工学系研究科

背景: シャドーイングとは、音声を聞いて即座に復唱する言語学習法で、近年、英語4技能のうち「聞く」「話す」力の向上を目指す初等中等教育にて広く取り入れられ、コンピュータによる語学学習支援 (CALL) 領域でも開発・研究が進んでいる。しかしながら、これまでシャドーイング関連研究の対象者は、一般英語を学ぶ大学生が中心であり、音声提示に用いる教材も医学英語に特化したものはなかった。

方法: 解剖学の基本用語を含む短文集、医療者と患者の会話、医療者の自己紹介、英検2級相当のリスニング課題の4セットから成るシャドーイング用のオリジナル教材 (約20分×10回) と、同じ構成のプレテスト・ポストテスト用教材 (各2回) を開発した。加えて、発音チェックが可能な自動音声認識サイトとシャドーイングで扱う解剖学用語と短文を参照できるサイトを準備した。対象は、全国の医学部医学科3～6年生60名で、2021年11月中旬に専用webサイトより募集した。参加に同意した対象者を2群に無作為割付し、ク

ロス・オーバーデザインでシャドーイング教材の実施時期を分け、その他のサイトは期間中自由に使用できることとした。東大院・工学系研究科・峯松研究室のShadowing saverを使用し、参加者は1セットにつき5回発音し、1～3回目はスクリプトなしのシャドーイング、4回目はスクリプト提示下のシャドーイング、5回目は音声提示なしのスクリプト読み上げ (再生/再録音は4,5回目のみ可) とした。開始時、群交代期、終了・u 柝棒ノ、リスニング不安尺度、オンラインツール利用の感想を含む質問紙調査を実施した。発音チェックサイトの利用時間をモニタリングし、発音評価指標との関連性を検討した。

結果: 2022年3月中旬に音声データ収集、質問紙調査を完了した。中間解析では、シャドーイング学習前後で発音評価指標のスコアが上昇し、リスニング力も向上した可能性が示唆された。結果の詳細は学術集会当日に発表する。

8

Relationship between passive and active communication skills as measured by language proficiency tests in first-year medical students

Cosmin Mihail Florescu*, Yusuke Hayasaka (早坂裕介), Marta Pijanowska, Takayuki Oshimi (押味貴之)

International University of Health and Welfare, School of Medicine

*Presently, Tsukuba University, School of Medicine

Introduction: English language proficiency is generally assessed in terms of listening, grammar and reading skills, and few language programs employ speaking tests due to difficulties in implementation and high cost.

Aims: This study aimed to investigate the strength of correlations between the TOEFL ITP and Versant test scores and to assess how the distribution of students into different CEFR levels changes according to the type of test used.

Methods: IUHW first-year medical students (n = 137) took the TOEFL ITP and Versant tests, and their scores were analyzed using the Pearson correlation test. Additionally, students were grouped into CEFR proficiency levels based on test scores.

Findings: Significant strong positive correlations ($r > 0.7$; $p < 0.01$) were identified between TOEFL ITP Listening scores and Versant Pronunciation, Sentence Mastery and Vocabulary scores. Moreover, 12.4% of the students were categorized as Basic Users

(CEFR A1 or A2) when using the TOEFL ITP test, but the ratio grew fivefold (49.6%) when the Versant test was used. Similarly, while three quarters (74.5%) of students were categorized as Independent Users (CEFR B1 or B2) based on their TOEFL ITP test results, this number dropped to below half (43.1%) when they were assessed in terms of their speaking skills.

Conclusion: The large gap between ratios of Basic or Independent Users according to the test used emphasizes the need to supplement traditional tests with instruments designed to measure speaking skills to ensure that learners can actively function in English and not be limited to the role of passive communicators.

A version of the above abstract was published as a poster presentation during the 第11回国際医療福祉大学学会学術大会 on Nov 14, 2021.

How to improve real-world speaking ability within conference and clinical settings

Maiko Sakamoto Pomeroy (坂本 Pomeroy 麻衣子)¹, Yosuke Aoki (青木洋介)²

¹ 佐賀大学医学部附属地域医療科学教育研究センター, ² 佐賀大学医学部国際医療学講座

Most undergraduate and graduate students at medical schools have a high level of reading and writing skills in English; however, they have little confidence in speaking freely with patients and colleagues. Even if Japanese students are required to study English as a second language longer than students in other countries, their conversational ability is often limited. Therefore, it is important to learn real-world English to be able to better communicate with patients, fellow health care workers, and colleagues. In Academic Writing courses at Saga University, graduate students learn how to prepare for conference presentations and practice their oral presentations. In general, they present their studies thoroughly; however, when native English speakers ask questions during Q&A, they tend to freeze up. Learning to engage with questions without a script is a valuable

skill for the graduate students; furthermore, they will inevitably be interacting with a diverse audience and can build the confidence to communicate effectively. The course evaluation revealed that the graduate students enjoyed the exercises and experience and were inspired to improve their conversational skills. It is essential not only to teach medical English in reading and writing, but also to provide opportunities to explain research topics as well as symptoms and prognoses of patients in plain English. Given that more medical students are interested in practicing medicine abroad and that increasing numbers of foreign patients are coming to Japanese hospitals, including those in rural areas, for treatment, the necessity of obtaining real-world English skills is now greater than ever.

July 16, Sat | 7月16日(土) 14:40 – 15:40

General topics 3
一般演題 3

Student performance and evaluation
取り組みと評価

10

What motivates Japanese 1st-year medical students to learn English at university?

Maki Shimizu

Gunma University

This study was conducted to examine Japanese medical students' motivation to study English at university. Ichikawa's (1995) questionnaire, which rates items in six motivation categories (Fulfillment, Practice, Practicality, Relation, Self-Esteem, and Reward), was used to measure motivations according to the importance of the learning contents and utility of the learning results, and each item was determined to refer to one of these characteristics. A total of 55 1st-year university students majoring in medicine at a national university in Japan scored the questionnaire items on a 5-point Likert scale through on-line Google Forms. Factor analysis (maximum likelihood method) with varimax rotation yielded five factors: (a) Practice & Fulfillment (e.g., "Because I would like to learn to think logically"); (b) Self-Esteem &

Reward (e.g., "Because I think I will be honored if I succeed in learning"); (c) Relation (e.g., "Because I think it is natural to do so; everybody does it"); (d) Practicality (e.g., "Because the knowledge seems like it may be useful in my job or daily life, in the future"); and (e) Economic Advantage (e.g., "Because I would like to live an economically-advantaged life in the future"). The first two factors cumulatively explained 51.74% of the variance, while Practicality scored much lower than expected, accounting for just 8.05% of the variance. In conclusion, students who have just enrolled in a national medical school in Japan are largely unaware how much of a role English language learning at university will play in their future career.

Applying a bilingual corpus database system of medical abstracts to a fourth-year reading classroom: Focusing on randomized controlled trials

医学英語学習支援システムを用いた論文抄録リーディング授業実践：ランダム化比較試験を中心に

Motoko Asano (浅野元子)¹, Megumi Nakano (中野愛実)², Yoshinori Miyazaki (宮崎佳典)³, Yuka Ishikawa (石川有香)⁴,
Judy Noguchi (野口ジュディー)⁵, Tomoko Wakasa (若狭朋子)⁶, Miho Fujieda (藤枝美穂)¹

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⁵ 神戸学院大学グローバル・コミュニケーション学部, ⁶ 近畿大学奈良病院病理診断科, ⁷ 大阪医科薬科大学医学部医学科語学教室

本研究は、国際医学誌の研究論文抄録と公式日本語版の英日対訳パラレルコーパスによる医学英語学習支援システム(MEESUS)の試作を用いた研究の一環である。背景として抄録を読むことの重要性は日本医学英語教育学会の指針のとおりである。昨年度、1年生の授業で、mean [平均]、case [症例]などの学術分野に特徴的な意味を知って驚いたという学生の意見が多数寄せられ、学術英語の導入時期に用いる意義が示された。しかし、抄録を読むには基本的な構造や盛り込む項目に関する慣例などの知識も必要となる。本発表では医学教育、学生研究などが進んだ4年生を対象に行ったランダム化比較試験(RCT)の抄録を読む医学英語授業を報告する。1つ前の授業で論文1件を論理の運び(ムーブ)に注目して読んだ。本授業では慣例の1つとしてRCTの抄録に対するCONSORT声明(Hopewell他, 中山訳2008)に触れて抄録1件を読んだ。そしてMEESUSを用いて各自が興

味のあるRCTの抄録を選び、CONSORTを手掛かりにムーブに注目して原則として英文で情報を抽出、研究内容を患者さんに伝える文章を英語または日本語で書く課題に取り組んだ。ログを解析すると対訳表示機能が最もよく使われていた。参加者の大半が英文抄録からの情報抽出を試みていたが、課題については約20名が英語で、約60名が日本語で解答した。参加者からは「こんなに容易に論文に触れることができるサイトがあるのを知らなかったので活用して知識の幅を広げたい」「読み手が研究結果を評価できるようになる項目としてCONSORTが有効であることがわかった」「生活習慣を直前に改善しても妊娠率があまり変わらないというのは驚きだった」など多くの意見があった。MEESUSの使用で抄録を読む負担が軽減されるかどうか、さらなる調査が必要であるものの、英語論文を読むための出発点として有意義であると考えられた。

A comparative study of English programs in medical schools in Japan: A research through syllabi

国内大学医学部の「英語プログラム」の比較研究：シラバスによる調査

Daisuke Sasaki (佐々木大介)

東邦大学医学部医学科英語学研究室

現勤務校で新カリキュラム導入の動きがあり、その参考材料として国内の大学医学部および医科大学で提供されている「英語プログラム」について調査をした。本発表では、その調査内容について報告する。国内の大学医学部および医科大学で提供されている「英語プログラム」の内容については、各大学または学部のウェブサイトに掲載されているオンライン・シラバスまたはカリキュラムから資料を得て、整理・分析を行なった。これまでの予備的な調査では、「医学英語」などという名称の授業が4年間に渡って提供されている大学医学部または医科大学がある一方で、2年間に限って授業を実施している学校もあることが分かった。また、医学英語

教育全般を医学部内のプログラムで実施する学校がある一方で、英語教育の一部をいわゆる「一般教育部門」に委託している学校もあった。無論、授業で使用するテキストは、国内の大学向け教科書出版社のテキストを採用する学校も洋書を採用する学校もあり、一部の学校では、アメリカのECFMG (Educational Commission for Foreign Medical Graduates) certificate取得やUSMLE (United States Medical License Examination)のStep 1合格を目指した授業を提供しているところもあった。実際の発表においては、調査の全容を示せるようにしたい。

13

Sensitizing students to word parts on a medical English course

Simon Fraser, Walter Davies

Institute for Foreign Language Research and Education, Hiroshima University

The medical field contains a dauntingly large number of long, complex terms which present a considerable challenge to learners of English for Medical Purposes. In this presentation, we report on our work to increase students' knowledge and awareness of the component parts of medical terms in order to make these words easier to understand and learn. This research builds on our materials development at Hiroshima University over the last eight years, involving a curriculum for third-year medical students that integrates body systems, medical conditions and treatment, and the presentation of key terms in context. To achieve our aim of sensitizing students to the words and word parts that make up medical

terms, we conducted a lexical analysis of the important terms appearing in the third-year curriculum materials. Particular attention was paid to the morphology of the words and the way that word parts can be combined to form complex terms. Key word parts, including roots, prefixes, suffixes, and other combining forms have been identified and highlighted. By incorporating this analysis into our curriculum materials, we are able to provide students with the opportunity to learn a core set of word parts that helps them not only to remember complex medical terms but also to comprehend newly encountered items by breaking them down into their constituent parts.

July 16, Sat | 7月16日(土) 15:50–16:50

General topics 4
一般演題 4New strategies in teaching
新たな教育技法

14

A medical English educator's recipe for growth

Alan Simpson

University of Miyazaki

What is the recipe for a teacher to develop medical English training skills and knowledge? A new medical English teacher conducted a needs analysis in his local context to find out medical students' needs for English. The aim of this talk is to briefly describe this needs analysis and then to share seven resultant pedagogical developments. The needs analysis involved two doctors, three medical English teachers, 131 students, and a review of some Japanese English for Medical Purposes (EMP) programs and recommendations. One finding was that many students and doctors wanted to improve their communicative ability. So, first-year English for General Purposes (EGP) classes were adapted to include more English interaction tasks. Two teachers developed skills which complemented the students' medical curriculum. A first-year medical ethics course was created, allowing students

to digest and reflect on medical dilemmas and develop their reasoning principles. Another teacher recommended focusing on prioritizing and acting upon information when taking a history and giving case presentations. Therefore, in second-year EMP classes, line of questioning and summarizing skills were targeted with supplementary small research and pharmacology tasks. Finally, in the fourth-year EMP course, the students' medical article reading skills were worked on with short intensive Journal Club activities. In conclusion, getting to know the students, seeing their development, and listening to the doctors and teachers has empowered this teacher to experiment with student-centered pedagogical approaches to produce more nutritional lessons. The presenter welcomes a healthy discussion about future pedagogical and research opportunities.

15

Quantitative analysis of eye contact as a numerically measurable factor to evaluate communication and interpersonal skills in medical history-taking performance

Takahiko Yamamori¹, Atsushi Miyamoto¹, Eric H. Jago², Muneyoshi Yasuda³

¹Aichi Medical University School of Medicine, ²Nihon University School of Medicine, ³Ichinomiyanishi Hospital

Making eye contact is an important way for physicians to establish rapport with patients during medical history taking and it is often included as a part of communication and interpersonal skills (CIS) assessment. Like other nonverbal and verbal communication skills such as facial expression or paraphrasing, eye contact is usually evaluated subjectively, and novice evaluators may find it difficult to judge appropriately. To find a more objective method of evaluating CIS, this study analyzed the videos recorded during medical interview training at our English camp and measured the total time doctor-role Japanese medical students spent looking at patient-role American students. Firstly, previously evaluated video clips were selected and imported into video editing software. From each video clip, eye-contact-on frames

(where the doctor was looking at the patient's face) were manually extracted; then all the eye-contact-on frames were put together to make one connected clip to measure the total length of eye-contact-on time. Lastly, the correlation coefficient was calculated between the CIS scores and eye-contact-on time lengths. The results showed a positive correlation between the CIS scores and the length of time doctor-role students spent looking at their patients. With video clips taken from an appropriate angle, the amount of eye contact could be measured numerically. This presentation will provide detailed results of the analysis including on-off patterns of eye contact and improvement of eye contact over the two-day camp.

(This research is supported by Kakenhi funding 20K00787.)

16

Using multimedia pedagogical materials in a medical English course

Najma Janjua

Kawasaki Medical School

The use of multimedia in English language teaching is reported to have many advantages ranging from arousing the students' interest and improving their self-learning and innovative abilities to cultivating their communication skills. This presentation describes the use of multimedia pedagogical materials in a medical English course for 2nd-year students at Kawasaki Medical School. The main themes covered in the course were the musculoskeletal system and the cardiovascular system. In a typical lesson, the students first learned about the given system using the text and graphic media and practiced comprehension questions based on the content. Students then watched a video of the system that essentially reproduced the content from the text and

graphic media in audio and visual forms. Student assessment was done based on their comprehension of the text and graphic media content as well as the audio media content. After taking the course, students' reading and listening comprehension skills improved significantly as judged by an increase in their success rate on reading comprehension and listening comprehension exams. In a course evaluation survey, out of 124 students, 103 (83%) said that the use of multimedia materials in the lessons was useful in improving their English language skills. Multimedia pedagogical materials when used in medical English lessons can serve to promote content comprehension, improve listening skills, and increase student interest and motivation in the lessons.

Making instructional videos for a university hospital

Marshall Kiyoshi Higa, Walter Davies, Simon Fraser

Institute for Foreign Language Research and Education, Hiroshima University

In this presentation, we describe the early stages of a project to create instructional videos that can be used both at a hospital and in pedagogical materials. To achieve this, a portable recording trolley with the capacity to achieve professional-level video recordings has been built for filming locations, equipment, and interviews with hospital staff. In the first part of the presentation, we describe the construction and design of the trolley. In the second part of the presentation, we describe the making of videos. This involves working with hospital staff to identify and relate key processes and procedures. In the early stages of the project, the videos will be oriented towards the more general areas

of patient care, such as instructions and advice in English for in-patients, illustrated with visual information. As the project develops, the videos will be used to illustrate more specialized areas such as gastroenterology. For example, the stages of preparation for a colonoscopy can be narrated and visually supported. We also consider how video recordings can be integrated into existing pedagogical medical English materials. This will be done through the learning management system Moodle in order to help medical students and staff acquire English abilities specific to their specialisms.

18

Analysis of English questions in the National Medical Practitioners Qualifying Examination in Japan and discussion of their trends

Hideki Iizuka (飯塚秀樹)

Division of Languages and Humanities (English), Department of Premedical Sciences, Dokkyo Medical University

The United States Educational Commission for Foreign Medical Graduates (ECFMG) announced in 2010 that, effective in 2024 (previously 2023), physicians applying for ECFMG Certification will be required to graduate from a medical school that has been appropriately accredited in accordance with global standards. To address this issue, the Japan Accreditation Council for Medical Education (JACME) was established in 2015 and is now implementing an evaluation program of Japanese medical education. Reflecting this trend, English questions have been gradually introduced from the 103rd National Medical Practitioners Qualifying Examination in Japan. Initially, the questions were vocabulary-level questions about general medical English

required for medical practice, but from 2015, the format was changed to a referral form. Furthermore, in 2020, clinical questions were also added, bringing the total number of English questions to three. The aim of this short paper was to analyze all the English questions thus far using application software including text-mining, Flesch Reading Ease, and word level checkers such as SVL12000, and try to identify a certain test trend to help test-takers preparing for the exam. The results revealed the Flesch Reading Ease for the overall English questions to be 48.4, questions regarding abdominal pain appeared with high frequency, and that a list of technical terms was identified. The author will discuss these trends by referring to the actual questions during the presentation.

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Psychiatric care for non-Japanese patients during the COVID pandemic

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Often referred to as a second pandemic, psychiatric needs have skyrocketed since early 2020. Despite the initial closing of Japan's borders, a substantial number of foreign nationals continue to live here, many possessing only rudimentary Japanese language skills. Anxiety and depression, the realization that their working conditions are untenable, and difficulties in accessing psychiatric care have aggravated the mental health of so many people of every nationality. Our psychiatrist is a Jungian psychotherapist who listens to and counsels patients, providing psychotherapy along with standard pharmacotherapy. Many foreign patients and Japanese doctors have enough Japanese/English skills between them to voice/recognize a chief complaint and receive/write a prescription. But the level of communication

needed for patients to explain their real issues, or for the doctor to actually hear them--to receive and to provide comfort and healing through understanding--the most important part of psychiatric care and perhaps all healthcare is often hard to achieve. Since April 2020, the doctor, Dr. Ikegami, a native Japanese speaker comfortable not only with English, but also other means of communication, has seen patients from numerous countries, cultures, and religions, and has had the privilege of listening to their innermost thoughts and concerns. Many tell us he has provided relief. By sharing our story, we hope to stimulate our fellow clinicians and educators to develop an oft unmentioned aspect in the teaching of medical English.

Japanese pharmacy students' knowledge and skills in English for Medical Purposes (EMP): An interim report

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星薬科大学英語研究室

The current study illustrates and analyzes the initial levels of general academic and specialized medical vocabulary knowledge and reading ability that Japanese students in the pharmacy department have when they first join an English for Medical Purposes (EMP) course. It seeks to reveal the aspects of the target language that students are familiar and/or unfamiliar with and tries to tailor instructions particularly focusing on devising teaching/learning materials that match students' needs. A standard vocabulary and reading test is applied as a pre-test and re-applied at the end of the program as a post-test, to measure whether this study's participants exhibit certain expected improvement in EMP proficiency.

Ideally, students should be aware of their learning objectives, the importance of EMP in their careers, and their attitudes to language learning when first enrolling in an EMP course. However, as this study tries to demonstrate, this desirable point of departure may not always be a reality among our students. On the basis of the results obtained, a series of conclusions will be drawn and a broad course of action will be suggested with the aim of overcoming any challenges. This is going to be an ongoing commitment to teaching and developing as an EMP practitioner. At the conference in July, an interim report on the progress will be delivered.

English language seminars for healthcare professionals in Sapporo 札幌市における医療従事者を対象とした英語セミナーの実践

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北海道大学薬学部

札幌市では、外国人が言葉の壁を越えて安心して医療を受けることができるように、医療の分野において専門的な知識や通訳技術を習得した通訳者や、外国語でのコミュニケーションが可能な医療人材など、担い手の育成を図るため、公益財団法人札幌国際プラザと連携し、「病院で働く人のための簡単な英会話入門」を病院受付編と看護師編に分けて開催している。コロナ禍の影響を受け、過去2年間はオンラインで開催している。対面での開催時と比べると大幅に参加者が減少したが、アンケート結果から受講者の満足度はおおむね高いことがわかった。札幌では、従来は雪まつりなど冬期間に海外から訪れる観光客が多く、凍結路面での転倒などの受診も多かったが、コロナ禍のため外国人観光客の来道はストップしており、現在の外国人患者は留学や仕事、国際結

婚などでの在住者となっており、数は多くはないものの外国人患者受け入れの必要性はあり、そのために学びたいという医療者も少なくないため、コロナ禍が収束した際には対面のセミナーを再開させるために小規模でもオンラインでのセミナーを継続している。オンラインでのセミナーは、一方向で行う講義形式と、双方向で行う形式があるが、2020年度と2021年度で組み合わせを変えて開催した。また、これまで週末の日中にセミナーを開催していたが、2021年度は平日の夜間にもミニセミナーを始めて開催した。本学会では、医療職を対象としたこのオンラインセミナーの具体的な内容と、受講者のアンケート結果の報告を行い、今後の方向性を探るとともに、学会に参加される先生方からのアドバイスをぜひいただきたい。

22

Learning from one another – comparing basic nursing and midwifery skills in Japan and Germany

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Introduction: The University of Leipzig Medical Faculty has implemented its first dual modular curriculum in midwifery in April 2021 with a cohort of 26 students. A longitudinal curriculum for English for Midwifery Purposes (EMP) will support students in obtaining international and intercultural competencies during the 3.5 years of training, ending with a bachelor thesis. An online exchange project between the Universities in Chiba and Leipzig was implemented with the goal of increasing mutual understanding between the health professions in both institutions.

Methods: Online courses of three sessions (3x90') per semester were implemented, focusing on exchange in English on healthcare profession topics, with the aim of grouping up Japanese and German students to prepare a group presentation on basic nursing skills comparing standards in both countries, and presenting the results in a final online session with all participants.

Results: The final student group presentations given in English will be analyzed and discussed in this presentation.

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How do medical and nursing students measure up in terms of International Posture?

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Kagawa University
香川大学

The decreasing number of Japanese university students interested in studying abroad has raised concerns among educators and politicians. A lack of interest in international issues among Japan's youth could isolate Japan in a number of areas, including education and medicine. This presentation will describe the first phase in a project aiming to develop international conference skills in Japanese university students. In this first phase, Japanese university students were assessed using Yashima's (2009) International Posture Survey, which attempts to measure one's tendency to relate oneself to the international community. Such a tendency is vital to second language learning and boosts one's openness to intercultural experiences. The Survey consists of 20 Likert Scale items grouped into four categories: intercultural approach/avoidance tendencies; interest in international

activities; interest in international news; and having things to communicate to the world. Sixty-five students enrolled in English classes at one national university received the International Posture survey at the beginning and end of the autumn semester of 2021. Students were divided by major: Nursing/Psychology (n = 21); Medicine (n = 10); Economics (n = 22); and Education (n = 12). The Nursing/Psychology group and Medicine group had significantly higher International Posture means than the other two groups. Multiple linear regression revealed that English proficiency as measured by TOEIC scores significantly predicted International Posture. Greater opportunities to engage in international activities on the part of students at the medical campus may have influenced results. Implications for Medical English education will be discussed.

“Nursing Home” in the English papers correspond to in the Japanese system

英語論文における Nursing Home は、日本の制度では何に相当するか

Yoshihiko Baba (馬場美彦), Kow Kuroda (黒田 航)

Kyorin University
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現在、日本は高齢化にともなう医療・社会的な制度が高知腐れ痛あるが、これらを英語化することは難しい。例えば、「地域包括ケア」の英語訳も一定していない。このような傾向は、高齢化に伴って日本が他国に先んじている介護分野に顕著に思われる。一例として、nursing home という英単語を紹介したい (Sanford, 2015)。Nursing home は、世界的に見るとある程度広まっているが因縁にも関わらず、国によって基準が異なることもあり、定義は定まっていない。それにもかかわらず、医療分野においては入院患者と地域在住患者の中間状態として、広く使われている。さらに、nursing home の系統的レビューとメタ分析をする研究も少なくない。これは、異なる定義のものを誤解して統合している可能性がある。日本の介護保険法において、介護保険施設とは指定介護福祉施設 (特別養護老人ホーム)、指定介護老人保健施設、介護療養院 (以前の療養型施設) の3種別になる。さらに、老人ホーム、あるいは高齢者に限定しない障害者向け施設が nursing home と訳

されることがある。本研究では、日本の介護保険制度の訳語の統一化を目的として、現在の nursing home という訳語の傾向を調査した。方法論としては、PubMedにおいて、“nursing home AND Japan” と検索し、文献をレビューした。まず、日本語論文 (すべて英語版のタイトルあり) において、タイトルに nursing home がある論文を抽出し、その対応する日本語タイトルを特定した。PubMed では 594 件の論文があり、そのうち日本語論文は 82 件あった。英語タイトルで 32 件が nursing home を含んでいた。32 件中、14 件は、「特別養護老人ホーム」または「指定介護老人福祉施設」の訳語として nursing home を使用していた。このほか、7 件は「介護施設」、「指定介護老人保健施設」は 6 件、その他が 5 件であり、nursing home 研究が異質である可能性を示唆する。本研究は、日本の nursing home をはじめとした介護関連用語の定義を統一する予備調査である。今後は、研究プロトコルを策定し、本研究を策定していく。

July 17, Sun | 7月17日(日) 15:05 – 15:50

General topics 7
一般演題 7

Knowledge and skills
医療面接 (病歴聴取)

Teaching history-taking skills to third-year students at Kawasaki Medical School: Challenges and future perspectives

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With more than a billion speakers, English is currently the most popular second language in the world. English is also the lingua franca of medicine. With this background, and following recent trends, Kawasaki Medical School has set out to improve its English education program. This presentation will describe the changes made for the 2021 academic year and, in particular, the implementation of history-taking training in English for third-year medical students. The third-year students in the 2021 academic year were the first cohort of Kawasaki Medical School students to learn medical history-taking skills in English and to conduct a five-minute interview with a simulated patient. Their medical

history-taking skills were assessed in three domains (spoken English proficiency, communication/interpersonal skills, and sequence of questions) using a rubric for non-native English-speaking medical students created by Yamamori et al. and modified by Oshimi et al. As previously reported, medical interview performance has a significant positive correlation with English language proficiency and OSCE results. Because Kawasaki Medical School conducts English proficiency testing twice (during the first and fourth years), the results of the interview with a simulated patient can serve as an interim assessment of third-year students' English language skills.

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The Japan Functional History Taking Assessment (JFHTA) for measuring oral communication skills of novice Japanese medical students

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There are many history taking skills assessments in the world today, including mini-CEX, OET Medicine, OCSE, and others. However, most of them assume a very high level of English proficiency and a substantial amount of medical training. Therefore, most of the existing tools are inappropriate for measuring the oral communication skills of novice Japanese medical students. Measuring such students' ability to communicate in English within the context of medical history taking poses unique challenges which require unique solutions. This presentation will describe the culmination of several years of study into patient-centered

communication assessment and the Rotor Interactional Analysis System (RIAS), which resulted in the creation of a novel assessment tool known as the Japan Functional History Taking Assessment (JFHTA). JFHTA is based on the RIAS concept of assigning a category based on the function of each unit of conversation, known as an utterance. JFHTA is a tool designed for English teachers to use with large groups of novice Japanese medical students. This presentation will show how JFHTA can be used in the English classroom for both summative and formative assessment purposes. (This research is supported by KAKENHI funding 16K02988.)

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The Medical Rally: A training event for residents in Tsukuba Medical Center

Thomas Mayers¹, Yumi Hirose², Akiko Arai², Michihiro Maeda²

¹ University of Tsukuba, ² Tsukuba Medical Center

Tsukuba Medical Center's Medical Rally is a biennial training event for first- and second-year residents. This day-long event has various "stations" representing different hospital departments, in which participating residents, working in pairs, rotate and enact medical scenarios. Located in the heart of Tsukuba City, this hospital sees hundreds of non-Japanese patients each year; therefore, strong emphasis has been put on developing residents' medical English skills. To this end, over the past 6 years, the Medical Rally has included

an English station, in which the residents take a medical history in English with an English-speaking simulated patient. Residents are given 20 minutes in which to carry out a comprehensive verbal medical examination to the point where they can make a diagnosis. Following the medical interview, feedback is given from the doctor in charge and the simulated patient. In this presentation, we will describe the Medical Rally, with particular focus on the English station and its educational merits.

Past academic meeting

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
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27, 28日	誌上開催
第24回	元雄 良治	2021年7月17, 18日	Web 開催
第25回	青木 洋介	2022年7月16, 17日	日本教育会館
第26回	一杉 正仁	2023年7月1, 2日	一橋講堂
第27回	服部しのぶ	2024年7月(予定)	(未定)

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