

## SPC 企画セッション 1-C4-3 日本語

## レクチャーのレクチャー (効果的なレクチャーの作り方)

## How to prepare effective lectures

橋本市民病院 橋本 忠幸, 吉野 俊平, 上月 友寛  
 近藤 猛, 小林 正宜, 岡村 知直  
 金澤 剛志, 松尾 貴公, 長野 広之

Hashimoto Municipal Hospital Tadayuki Hashimoto, Shumpei Yoshino  
 Tomohiro Kozuki, Takeshi Kondo, Masanori Kobayashi  
 Tomonao Okamura Takeshi Kanazawa  
 Takanori Matsuo, Hiroyuki Nagano

対象者 後期研修医 (卒後3年目以上)・初期研修医 (卒後1-2年目)

Target Senior resident (3+years after graduation)・Resident (1-2 years after graduation)

レクチャーをすることに自信があるだろうか。レクチャーをしても研修医や学生が全く教えたことを身につけられていなかったり、レクチャー中に寝られた経験はあるかもしれない。それはたして受講側だけの問題だろうか。

指導医には様々な技能が必要で、レクチャーは幅広く行われている教育手法の代表例である。ただ、その行い方、準備の仕方を学んだことはないのではないだろうか。今回は特に研修医や専攻医といった若手医師を対象に Residents as Teachers という概念のもと、講習会を開く。Residents as Teachers とは研修医も指導医としてのスキルが必要であるという考えで、欧米ではその考えをもとに、数十年前から研修医に対する指導スキルアップを目的とした講習会が多く行われている。米国のデータではあるが、研修医の業務時間の20%程度が教育を提供する時間に割かれており、指導医として重要な役割を担っていると若手医師の指導力は重要視されている。日本でも後期研修医や、2年次の初期研修医であることも少なくなく、1年次の初期研修医も学生を指導することもある。しかし本邦では厚生労働省の認可する指導医講習会の受講資格は“7年以上の臨床経験を有する医師”という制限があり、実際に研修医や医学生の指導にあっている若手医師の指導スキルを向上させる機会が少ない。そこで我々は多くの若手医師が参加する2016年度のACP日本支部年次総会で若手医師向けの指導医講習会を開催をしてきた。

今回はレクチャーを題材とした。先述の通り、レクチャーは最も多く用いられている教育手法である。ただ、双方向性になりにくいなどの理由でなかなか教育効果が高めることが難しいとされる。そこでどうすればより教育効果の高い、効果的なレクチャーを実践できるかをグループワーク形式で考えていきたい。特に今回はレクチャーの準備を中心に議論を進めていきたいと思う。

Do you have the confidence to be a lecturer? Some of you may have lectured in the past only to find out that the medical residents or students had not learned what you taught them. Others may have had students fall asleep during their lectures. However, is that just the listeners' fault?

Attending doctors need to have various skills, and the lecture is a prime example of a widely used instruction method. But have you ever learned how to give a proper lecture or prepare for one? We are having a training session for young doctors working as residents on the concept of Residents as Teachers.

The idea behind Residents as Teachers is that medical residents need to develop skills as medical instructors, as well. In the Western world, training sessions for medical residents have been conducted for several decades now for residents to elevate their skills as instructors. A study conducted in the U.S. demonstrated that approximately 20% of a resident's work time is dedicated to providing instruction, which shows their key roles as medical instructors. Therefore, the importance of young doctors' ability to teach is recognized. Also in Japan, it is not uncommon for senior medical residents, or even second-year junior residents, to assume the role of providing instruction to a first-year resident. However, the requirement to participate in a medical instruction training session certified by Japan's Ministry of Health, Labor, and Welfare is to be a doctor with seven or more years of clinical experience. As a result, opportunities for the young doctors who actually provide instruction to medical residents and students are limited. In response to this problem, we held a medical instruction training session for young doctors at the 2016 ACP Japan Chapter Annual Convention, where many young doctors attended.

The topic for this session was "lecturing." As we noted above, lectures are the most commonly used form of instruction. However, because it is difficult to make the interaction bidirectional, among other factors, it is difficult to turn this method into a more effective form of instruction. Consequently, we would like to discuss how to turn lectures into a more effective form of instruction by using the group discussion format. More specifically, we would like to focus on lecture preparation as the topic of our discussion.