

倉敷中央病院 ジュニアレジデント公募試験 英文和訳

注意事項：配布されたら以下の注意事項をまず確認すること。

試験官の指示があるまで、問題文を先に読んではならない。

まず、自分の受験番号と希望コース、氏名を以下の記入欄と解答用紙に記入すること。

問題用紙は表紙も含め3枚、解答用紙は2枚である。試験開始の時点で落丁などがなければ確認すること。

問題は2問あり、それぞれに和訳とその内容に関する設問がある。

解答用紙とともに、問題用紙も回収する。

受験番号 _____ コース（総合コース・小児科コース・産婦人科コース）

氏名 _____

問題 1 : 以下の文章を読み、設問に答えなさい。

次の英文の下線部分を要旨が判るように和訳しなさい

この内容があなたの現場に当てはまるとして、医療現場ではどうするべきと考えるか、日本語1文でまとめなさい

イタリックの単語については、脚注として訳語などを示した

Importance: Three *clinical decision rules* were previously derived to identify patients with headache requiring investigations to rule out subarachnoid hemorrhage.
Objective: To assess the accuracy, reliability, acceptability, and potential refinement (*ie*, to improve sensitivity or specificity) of these rules in a new cohort of patients with headache.
Design, Setting, and Patients: Multicenter cohort study conducted at 10 *university-affiliated* Canadian tertiary care emergency departments from April 2006 to July 2010. Enrolled patients were 2131 adults with a headache peaking within 1 hour and no neurologic deficits. Physicians completed data forms after assessing *eligible patients* prior to investigations.
Main Outcomes and Measures: Subarachnoid hemorrhage, defined as (1) subarachnoid blood on computed tomography scan; (2) xanthochromia in cerebrospinal fluid; or (3) red blood cells in the final tube of cerebrospinal fluid, with *positive angiography findings*.
Results: Of the 2131 enrolled patients, 132 (6.2%) had subarachnoid hemorrhage. The decision rule including any of age 40 years or older, neck pain or stiffness, witnessed loss of consciousness, or onset during exertion had 98.5% (95% CI, 94.6%-99.6%) sensitivity and 27.5% (95% CI, 25.6%-29.5%) specificity for subarachnoid hemorrhage. Adding “thunderclap headache” (*ie*, instantly peaking pain) and “limited neck flexion on examination” resulted in the Ottawa SAH Rule, with 100% (95% CI, 97.2%-100.0%) sensitivity and 15.3% (95% CI, 13.8%-16.9%) specificity.
Conclusions and Relevance: Among patients presenting to the emergency department with acute nontraumatic headache that reached maximal intensity within 1 hour and who had normal neurologic examination findings, the Ottawa SAH Rule was highly sensitive for identifying subarachnoid hemorrhage. These findings apply only to patients with these specific clinical characteristics and require additional evaluation in implementation studies before the rule is applied in routine clinical care.

出典 JAMA. 2013;310:1248-1255

clinical decision rules: 臨床決断ルール ここでは臨床診断ルールの意、*ie*: すなわち、ラテン語の *id est* = *that is* から、*university-affiliated*: 大学連携の、大学系列下の（病院、企業） 海外で「大学連携病院」というと、医科大学と連携して学生や研修医を指導・教育する病院を指す、*eligible patients*: （研究の）対象患者、*in the final tube of cerebrospinal fluid*: 脳脊髄液の最後の試験管（解説 腰椎穿刺をして通常は4本の試験管に採取するが、穿刺時の出血の場合には最初の1本にのみ血性であることが多く、最後の試験管まで血性である場合には髄液内に出血を起こしている可能性が高い）、*positive angiography findings*: 血管造影での陽性所見 ここでは動脈瘤などのくも膜下出血の所見のこと

問題 2 : 以下の文章を読み、設問に答えなさい。

次の英文のうち下線部分を和訳しなさい

最後の段落には、医療機関として何をすべきかが示されています。この中であなたが重要と思うポイントの一つ挙げて説明しなさい

イタリックの単語については、脚注として訳語などを示した

Medical educators must set expectations, create appropriate learning experiences, and evaluate outcomes. Educators must be clear about professional expectations — both the rationale behind them and the consequences of failing to meet them. Without well-defined expectations, students will not have a clear ideal to strive for. Educators must design clinical experiences that allow students to see how *seasoned* practitioners negotiate the dilemmas of medical practice. Although we allow students to spend a full hour with a patient to take a history and perform a physical examination, busy physicians do not have that luxury. Inherent conflicts between what we teach and what students see in real-life settings will not promote professionalism. At a minimum, such conflicts must be explained to students. Efforts to teach the ideals of professionalism can be easily overwhelmed by the powerful messages in the *hidden curriculum*.

The goal of evaluation should be to reward the best professional behavior, enhance professionalism in all students, identify the few students who show deficiencies in professionalism, and dismiss the rare student who cannot practice professional medicine. However, even the best evaluation strategies will be undermined unless faculty are trained to promote the kind of role modeling that is so essential to a student's professional development. This kind of *faculty development* is not easy. How do we teach it in real time in the reality of today's academic environment? Professional development is complex; it is a *daunting* challenge for individual teachers to both recognize the problem and respond effectively. How do we reach the faculty most in need of instruction in role modeling, who may also be the most resistant to it? Where will the resources for these interventions come from?

The solutions rest not only with developing our skills as teachers but also with improving the environment in which we teach. Students need to see that professionalism is *articulated* throughout the system in which they work and learn. In our academic medical centers, this means providing an environment that is consistently and clearly professional not only in medical school but throughout the entire system of care. The challenge becomes even more daunting when the goal is to institute an attitude of professionalism in multiple organizations. Some of the most powerful and important interventions can be made at the *administrative level*: removing barriers to *compassionate* care, ensuring access to care, designing efficient health care delivery systems, and acknowledging teamwork as a fundamental principle of health care. Improving the health care system will go a long way toward promoting the professionalism of students and trainees.

出典 : JAMA 2001; 286: 1067

seasoned: 経験豊かな hidden curriculum: 隠されたカリキュラム (教育内容として明示されていないが学習者に影響力を与えること。現場での先輩・同僚の行動や言葉の中に込められたメッセージから学ぶことなどを指す)、faculty development: 大学や教育機関での教員・指導者養成
daunt: ひるませる、自信を失わせる articulated: 明瞭に、はっきりと administrative level: 経営陣、首脳陣 compassionate: 思いやりのある

解答用紙

受験番号 _____ コース（総合コース・小児科コース・産婦人科コース）

氏名 _____

問題 1 和訳

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, text, or other markings on the page.

現場ではどうすべきか（日本語で書くこと）

受験番号 _____ コース（総合コース・小児科コース・産婦人科コース）

氏名 _____

問題 2 和訳

[illegible]

重要と思うポイントを一つ挙げて説明しなさい。(日本語で書くこと)
