

## はじめに

### 本書の目的と特徴

高校時代は大学入学という大きな目標があった一方で、英語の学習方法は暗記や詰め込み、試験対策にむけた攻略など、どこか虚しく、やるせない気持ちを抱いた人は少なくないと思います。それとは違い、大学では「学生」という漢字の示す通り、「自分の生（生き方）について、自覚と自らの責任で学んでいくこと」が求められています。

これに準じた英語学習スタイル—それは「英語を学ぶ（英語を詰め込む、暗記する、繰り返すなど）」から「自分の生き方と人間形成について、母語と英語を使いながら明らかにしていく」というベクトルの転換にあります。とりわけ医療分野を学ぶ人たちには「どのような医療人になるべきか」＝「どのように自分を成熟した人間にし、困っている方たち（患者さんやそのご家族など）を手助けしてあげる人間になれるのか」といった倫理観と人道的責務を帯びたミッション（使命）が待ち受けています。「英語を学ぶ私」ではなく、「私というにげんを成熟させていくために英語を媒介（手段）にしていく」。この自己成長にむけた英語学習を遂げていくには、大人でさえ答えが出しづらい、倫理的かつ人道的なテーマ（トピック）が不可欠になります。これに向き合い、自ら納得できる答えを出していく。「自発的、自律的に考え続け、そのために英語を使い続けていく」。この学習活動を支えるために本書は作られています。

### 目指す自己成長力と英語力

医療倫理の問題と向き合い、対話と省察を深めるにあたり、本書は3つのステージから構成されています。最初のステージIでは医療倫理の歴史にふれ、その淵源とされる古代ギリシャ哲学の倫理観を学びます。そこから現代の医療倫理の問題を見つめることで、古代から現代につながる共通課題について考えてもらいます。次のステージIIでは医療現場に目を向け、医療倫理の具体的問題を扱っていきます。考えるべきケースとして、インフォームドコンセント、臓器移植、出生前診断、終末期医療、感染症の脅威などを用意しました。最後のステージIIIでは「医道」の精神について考えます。優れた医療人となるには、何が必要になってくるのか。何を学び取り、体験しておくべきなのか。ここに目を向けていきます。

これらのステージは、人間的な成長にむけたイニシエーション（人生儀式）の場でもあります。得られる学習成果は、人によって異なると思います。しかし、人間的な成熟にむけ、英語学習の確かな意味づけと英語を使ったという確かな達成感を体験できるでしょう。

### 本書を使った学習活動と学習ステップ

用意された13のトピックは、基本的に同じ構成になっています。

#### 1. Aphorism and Life Lesson（座右の銘と人生の教訓）

オープニングとして、トピックに関連する名言を載せています。著名人や市井人が述べた名言を医療に限らず、さまざまな分野から紹介しています。

#### 2-1. Self-growth 1

「考える医療人」への最初のステップとして、3つの質問を用意しています。クラスメートと日本語で議論しながら、学習内容への予備知識を深めてもらいます。

## 2-2. Visual Warm Up

ここから英語の活動に入ります。図の中に示されたキーワードや全体の構図をみながら、この後に用意されたパッセージ（本文）の内容を推測してもらいます。この図を使いながら英語で自由に話し合ったり、説明し合ったりしてもかまいません。

## 2-3. Passage Reading / Checking Reading Speed / Building Up Vocabulary

トピックの本文（中心内容）です。病症名をはじめ、医療英語の発音はけっして簡単ではありません。どの本文も 400 words 程度でつくられています。ここでは「正確な発音、適切な区切り（意味の取り方）、スムーズな速さ」に集中した音読練習をします。安定した速度で最後まで「音読」できるように Words Per Minute (WPM: 1 分単位で音読できる英単語数) の目標レンジ (120-135 WPM) を設定しています。「音読力=スピーキング力の基本要件」と考えてください。その後、**Building Up Vocabulary** をもとに、本文の内容理解に入ります。ライティングやスピーキング活動に使えるよう、本文からそのままの形で、少し長めに載せています。

## 3. Self-growth 2

本文の内容理解の強化にむけ、特に興味や関心をもった点について、50-80 words を目安に理由を交え英作文をしましょう。

## 4. Self-growth 3

知識と知見の拡大にむけ、医療系学生が作成したプレゼンテーションのスクリプトとスライドを素材としました。ここで英語力と倫理・人道的視点のレベルアップを目指します。**2-3. Building Up Vocabulary** に加え、さらに役立つ語句をスクリプトに収めています。スライド（ビジュアル情報）を見ながら、スクリプトの内容を推測することもできます。

### 4-1. Reading Student Writing and Providing Responses

「正確な発音、適切な区切り（意味の取り方）、スムーズな速さ」の音読練習を継続しながら、内容理解に取り組んでいきます。

### 4-2. Task 1: Interactive Discussion

理解した内容をもとに、どのような点に興味をもったのかについて英作文します（クラスメートとの英語ディスカッションにむけ、特にフォーカスしたい点など）。

### 4-3. Task 2: Reflection

ディスカッションを通して気づいたことを書き留めます（振り返り）。今回のトピックについて、将来自らリサーチをしてプレゼンテーションする場合、この内容がヒントとして役立つかもしれません。

## 5. Topic の振り返り — 自己点検と自己評価

トピックの内容と学習活動の振り返りにむけ、締めくくりのメッセージを載せています。オープニングの **Aphorism and Life Lesson**（座右の銘と人生の教訓）と結び付けて、医療人としての使命と心得を新たにしてください。

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# Topic 8 出生前診断をめぐって

## Ethical Issues about Prenatal Diagnosis

### **Aphorism and Life Lesson** (座右の銘と人生の教訓)

Prenatal diagnostic testing may create ethical issues for a mother, her unborn child, and other family members, including possibilities of pregnancy termination. I think it is necessary to provide sufficient counseling and follow-up opportunities for those concerned, as well as to respect the dignity of the fetus and confidence of the patient. (A university professor and mother of three children)

出生前診断は妊娠中絶の可能性を含め、母親、胎児、その家族に倫理的な問題をもたらす可能性があります。それだけに関係者たちに対して十分なカウンセリングとアフターケアを提供し、胎児の尊厳だけでなく、患者が確信を持てるようにしていく—そういう取り組みが不可欠になると思います。

(大学教授・3児の母)

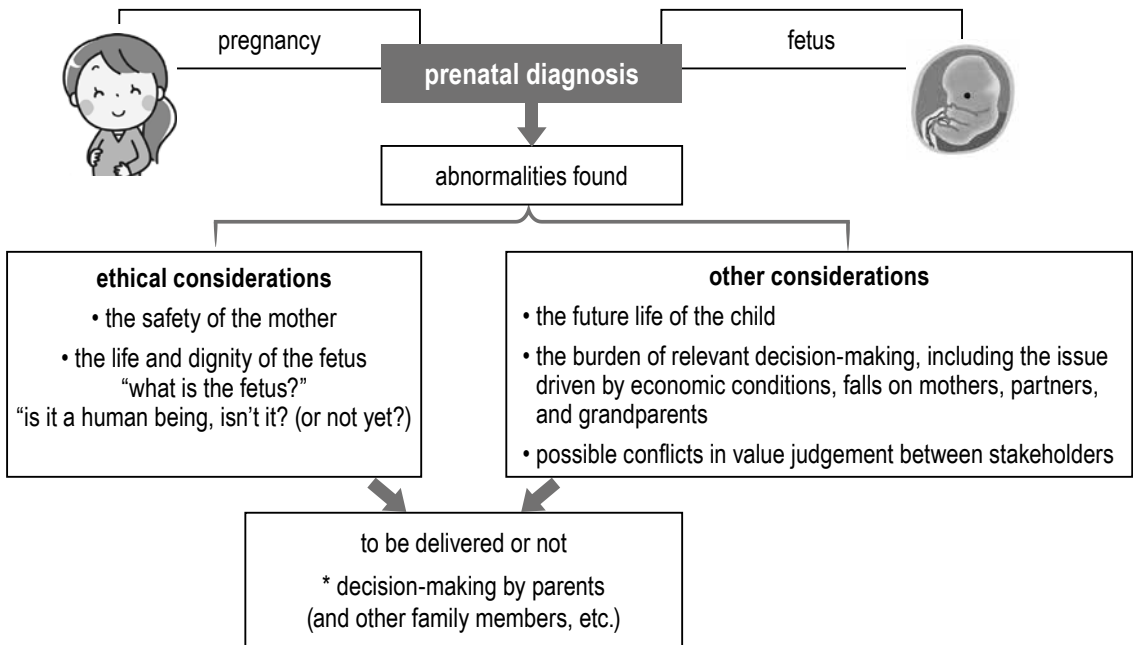


### **Self-growth 1**

*Consider a New Life with Human Dignity and Life-Long Commitment.*

出生前診断について、以下の点から話し合ってみましょう。

- Q1. 出生前診断とはどのようなものか、知っていることを述べてください。
- Q2. この診断を受けるメリットとは何か、また、考えられる問題点をあげてください。
- Q3. この診断がおそらく認められる場合とそうでない場合を医療倫理の視点から考えてみてください（具体的な事例を入れながら）。



## Ethics related to Pregnancy and Childbirth



T 61-66



T 11-16

[1] With the advancement of women in society, their life choices are also diversifying. Drastic changes have led to important issues of whether or not to marry and have children. Indeed, over a woman's life, pregnancy and childbirth are important decision-making topics.

[2] Birth control, infertility treatment, and prenatal diagnosis are performed nowadays in daily clinical practice. Thus, medical technology options related to pregnancy and childbirth have become diversified in contemporary medicine. This trend largely comes from realities in modern daily life, including increase in the age of childbearing of the first child, high-risk pregnancy and childbirth, premature and low birth weight of infants, and infertility. 5 10

[3] With the above-mentioned realities and ongoing trends in pregnancy and childbirth, relevant ethical issues and questions have emerged nowadays. They usually relate to the safety of the mother, the type of medical technology to choose, and the dignity of the unborn fetus and newborn child as a growing human being. Thus,

wishes of the stakeholders and morals should be considered with a sense of integrity. 15

**[4]** Expecting mothers and their families can request prenatal diagnosis to be performed in various hospitals and clinics. Testing aims to examine and confirm the presence or absence of abnormalities in the fetus, and is useful for selecting a delivery method appropriate to the condition of the fetus and preparing for postnatal care. However, before deciding whether or not to perform a test, the patient needs to 20 carefully consider the possible effects of the diagnosis on her fetus, family and herself.

**[5]** Needless to say, it is important to respect the dignity of the unborn child. However, with the emergence of ethical issues on pregnancy and childbirth, the burden of relevant decision-making, including the issue driven by economic conditions, falls on mothers, partners, and grandparents. Because of this, the 25 possibility of conflicts in value judgment between these stakeholders arises as a result.

**[6]** Recognizing these complex realities, medical professionals must provide sufficient information not only on the present condition of the mother and fetus, but also on future possibilities. If necessary, they must cooperate with welfare 30 professionals for information on social resources, such as support systems for the disabled. By doing so, mothers and their families can consider the child's right to live with dignity and future child care after birth. In this sense, the process of repeated discussions among stakeholders, such as mothers, their families, and medical professionals, must be a vital part of the decision-making process. 35

[Total: 404 words]

### Checking Reading Speed

### Words Per Minute (WPM) (Self / Pair / Group)

Measure your WPM using your cellphone or other timing device. Read the passage aloud and determine whether your speed is sufficient for reading medical texts by using the WPM index below.

#### Words Per Minute (WPM) Index

= Total Words ÷ Your Reading Time (in seconds) × 60 = Your WPM

\* Target WPM = 120 – 135. vs. \* My WPM = (      )

If your WPM is in the range of the Target WPM, your reading-aloud speed is sufficient to read medical texts. If your WPM is beyond 135, it is nearing native WPM. If your WPM is below 100, you need to work on your reading speed.

This vocabulary list contains important words and phrases from the passage. Using an English-Japanese dictionary or website, please write the Japanese meaning here.

No.	Important Words and Phrases	Japanese
<b>Paragraph 1</b>		
L.1	with the advancement of	
L.1-2	life choices are also diversifying	
L.2	drastic changes	
L.2	whether or not	
L.3	pregnancy and childbirth	
<b>Paragraph 2</b>		
L.5	birth control, infertility treatment, and prenatal diagnosis	
L.5-6	performed nowadays in daily clinical practice	
L.6	medical technology options related to	
L.7	in contemporary medicine	
L.8-9	increase in the age of childrearing of	
L.9	high-risk pregnancy	
L.9-10	premature and low birth weight of infants	
<b>Paragraph 3</b>		
L.13-14	the dignity of the unborn fetus and newborn child	
L.15	wishes of the stakeholders and morals	
L.15	with a sense of integrity	
<b>Paragraph 4</b>		
L.16	expecting mothers and their families	
L.17-18	testing aims to examine and confirm the presence or absence of abnormalities in the fetus	
L.18-19	selecting a delivery method appropriate to the condition of the fetus and preparing for postnatal care	
L.21	the possible effects of the diagnosis	
<b>Paragraph 5</b>		
L.22	respect the dignity of the unborn child	

L.23-25	the burden of relevant decision-making, including the issue driven by economic conditions, falls on mothers	
L.25-26	the possibility of conflicts in value judgment	
<b>Paragraph 6</b>		
L.28	recognizing these complex realities	
L.28-29	medical professionals must provide sufficient information	
L.30-31	cooperate with welfare professionals	
L.31-32	support systems for the disabled	
L.33-34	the process of repeated discussions	
L.35	a vital part of the decision-making process	



## **Self-growth 2**

*Presenting Ideas Using the Passage Information.*

### **Expressing My Concern**

### **Ethics related to Prenatal Diagnosis**

Based on the passage and relevant visual information, what point(s) are you concerned about? Describe your thoughts and ideas in 50-80 words.

My Concern(s) and Reason(s)

(            ) words / 50-80 words

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## Self-growth 3

Aiming at Productive Discussion.

### Reading Student Writing and Providing Responses

### Further Critical Thinking

The following message is a presentation script written by a nursing student. In a research project relevant to prenatal diagnosis, she investigated the controversial issue of applying *genetic diagnosis* in today's society. She also created some visual slides to support her statement. Looking at both the textual and visual information, work on the following two tasks.

**Task 1: Interactive Discussion:** After reading, what point(s) do you particularly want to focus on, and why? Elaborate on the point(s) that interest you. Share and exchange the content with your classmates.

**Task 2: Reflection:** Through Task 1 (peer discussion), what new thoughts and viewpoints did you gain? Or what new inquiry or curiosity was developed? Describe them concretely.



T 67-71



T 17-21

[1] Nowadays, people are blessed with the benefits of advance of medicine. On the other hand, we face difficult ethical issues. I want to present on the ethical issue of using genetic testing, analysis and diagnosis. Genetic testing is an examination by which we can measure the risk of genetic disease by detecting abnormalities in chromosomes, genes, and proteins. With increasing medical advancement, we need to know how to handle the gene from the viewpoint of ethics. In developing my argument, I would like to highlight three points: (1) genetic information is the ultimate personal information, (2) we can learn of future possible illnesses when a gene abnormality appears, and (3) there is an ethical issue with selection of life. 5

[2] First, genetic information is the ultimate personal information. The human genome doesn't change throughout our life, so we have to deal with this secret information. And the examination results affect relations between all stakeholders, including parents, children, and siblings. 10

[3] Second, thanks to genetic diagnosis, we are able to diagnose the cause of an illness when a gene abnormality appears. We can become prepared for a congenital disease of an unborn baby in advance, and we can cure a treatable illness. For example, in April, 2013, the famous American actress Angelina Jolie removed both breasts to prevent breast cancer. In her case, the mutation was found in a gene called BRCA1. As a result of the examination, she was diagnosed with an 87% risk of developing breast cancer in her life. 15 20

[4] Third, there is an ethical issue regarding selection of life. It has become popular to use prenatal genetic diagnosis, so there is a growing anxiety that eugenics may be on the rise again. Eugenics is a way of trying to create superior descendants through selective childbirth. If parents know that an unborn baby has a congenital abnormality, they may be worried about whether or not to carry out an abortion. 25  
 In fact, in 2014, 97% of 113 pregnant women in Japan who were diagnosed with an abnormality by prenatal diagnosis selected artificial abortion.

[5] As I have explained, there are various controversial issues about using genetic and prenatal diagnosis. We college students majoring in medical fields need to research and analyze various viewpoints. We also need to present our own thoughts 30  
 and ideas in an objective and persuasive manner. [Total: 387 words]

**1**

**Ethical Issues of Using Genetic Testing, Analysis, and Diagnosis**

Q. What is genetic testing?

A. Examination to measure the risk of genetic disease.  
 For detecting abnormalities in chromosomes, genes, and proteins.

**2**


**Highlighting three points**

1. Genetic information  
= ultimate personal information
2. Future possible illness  
= due to gene abnormality
3. Ethical issue  
= the selection of life (eugenics)

**3**

**Focusing on point 1**


Results of examining human genomes affect all stakeholders.



**4**

**Focusing on point 2**

Benefits of genetic diagnosis  
= helping us prepare for a congenital disease of an unborn baby in advance




**5**

**Focusing on point 3**

Ethical issues here ...

1. selection of life  
→ anxiety about growing interest in eugenics in society
2. If the unborn baby is diagnosed with a congenital abnormality  
→ whether or not to carry out an abortion



**6**

**Conclusion**

Various controversial issues continue to exist in prenatal diagnosis.

- value of life
- selection of life
- whether or not to carry out an abortion

We need to research and analyze various viewpoints and present our ideas in an objective manner.

## Task 1 Interactive Discussion

## Stating Opinion and Ideas

The point(s) I particularly want to focus on—with reason(s)

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## Task 2 Reflection

## Reviewing Your Revelations

Based on the discussion, make notes about your new discoveries, findings, etc.

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- ---
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いのち  
生命の重みがますます軽んじられ、それが他人事のように扱われています。中絶、虐待、育児放棄に関するニュースをみると、最近では若年層だけでなく、中年層にまで拡大しています。生まれてくる子には意思表示できる力など備っていません。それだけに誕生しようとする命に対して「汲み取っていく心」、「冷静に考え抜いていく力」をもつことが、医療人としての自己成長につながる第一歩といえます。生命をめぐる問題について、じっくり考えてみてください。今回のトピックに対してどの程度自分の意見や思いを英語で述べることができましたでしょうか。「生命の誕生にむけた倫理観を育てるために英語を使い、英語で考えていく」医療人となってください。

