

## **Preliminary exploration on the second classroom of palliative care in general practice in Nanjing**

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**Background:** With the accelerated pace of aging in China, the average life expectancy is generally extended. People have higher requirements for the quality of life and more understanding about death, and pay more attention to palliative care.

**Purpose:** The second classroom of palliative care aims to guide resident training physicians to correctly recognize death, to be familiar with the psychology of dying patients and their families.

**Methods:** From the total number of cases provided by the 96 general practice resident training physicians with standardized training in Nanjing Jiangning hospital from January to December 2020, 48 cases were randomly selected as the experimental group, and the remaining cases were used as the control group. Training content: The trainees used the palliative medical knowledge they learned to conduct doctor-patient communication drills, organized group discussions and role-plays. Each group consists of 5-6 resident training physicians and 1 teaching teacher. Among them, one resident training physician plays the role of the patient, and two play the role of family members. After the end of the teaching activities, an examination (30% of theoretical knowledge, 30% of humanities medicine, 40% of clinical thinking ability) and questionnaires were used to evaluate the teaching effect. SPSS26.0 statistical analysis software was used for statistical processing. The two groups are compared by independent-samples T test.  $P < 0.05$  indicates that the difference is statistically significant.

**Results:** (1) There was no significant difference between the two groups of total assessment scores (out of 100), however, the scores of humanities medicine (out of 30) were significantly different ( $P < 0.05$ ); (2) Resident training physicians' satisfaction with the activities of the second classroom was higher than the control group.

**Discussion:** The results of humanities medicine in the experimental group were better than those in the control group, which indicated that conducting the second classroom in general practice residency could help to develop the students' comprehensive care ability for hospice patients and families. The development of a second class in GP residency training as a beneficial extension for residents can improve their empathy, innovation and ability to hospice patients and families.