

Survey on Early Clinical Tutor-Postgraduate Interaction Based on Peplau's Interpersonal Theory  
(Advisor Version)

1. Your Academic/Clinical Title:

- ☐ Professor/Chief Physician
- ☐ Associate Professor/Associate Chief Physician
- ☐ Lecturer/Attending Physician
- ☐ Assistant Lecturer/Resident Physician

2. Your Clinical Teaching Experience:

- ☐ <5 years
- ☐ 5-10 years
- ☐ 11-15 years
- ☐ >15 years

3. Number of early clinical students you have previously mentored:

- ☐ 1-3 students
- ☐ 4-6 students
- ☐ 7-10 students
- ☐ >10 students

4. Primary teaching settings (multiple selections allowed):

- ☐ Outpatient clinic
- ☐ Inpatient ward
- ☐ Operating room
- ☐ Simulation center
- ☐ Research laboratory

5. Do you explicitly state teaching objectives, mutual responsibilities, and available resources during the initial meeting?

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

6. How do you typically assess students' initial abilities? (Multiple selections allowed)

- ☐ Standardized tests
- ☐ Observation of practical skills
- ☐ Interviews and discussions
- ☐ Previous academic records
- ☐ No systematic assessment

7. How do you develop learning plans:

- ☐ Developed unilaterally

- ☐ Developed collaboratively based on student needs
- ☐ Completely student-led

Peplau's theory of interpersonal relationship development consists of four sequential stages: Orientation stage — initial contact where basic information and backgrounds are exchanged; Confirmation stage — building trust while clarifying roles and expectations; Utilization stage — deepening communication to explore new areas and possibilities; Resolution stage — addressing conflicts and differences to seek mutual solutions and maintain relationship stability.

8. How long does the Orientation Stage typically last?

- ☐ <1 week
- ☐ 1-2 weeks
- ☐ 3-4 weeks
- ☐ >1 month

9. How do you primarily establish teacher-student role recognition? (Multiple selections allowed)

- ☐ Regular feedback
- ☐ Joint case management
- ☐ Professional role modeling
- ☐ Emotional support

10. When a student makes an operational error, you typically:

- ☐ Immediately correct and demonstrate
- ☐ Guide self-discovery
- ☐ Jointly analyze causes
- ☐ Refrain from immediate intervention

11. Do you adjust teaching methods based on student characteristics?

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

12. Your current teacher-student interaction style most closely resembles:

- ☐ Authoritarian
- ☐ Collaborative
- ☐ Permissive

13. How do you encourage students to apply learning to new contexts? (Multiple selections allowed)

- ☐ Progressive empowerment
- ☐ Multi-scenario practice
- ☐ Reflective journal guidance
- ☐ Innovation incentives

14. What do you believe students most need to strengthen during the utilization phase?

- ☐ Initiative
- ☐ Critical thinking
- ☐ Adaptability
- ☐ Teamwork

15. When encountering teacher-student conflicts, your preferred resolution method is:

- ☐ Direct communication
- ☐ Third-party mediation
- ☐ Institutional constraints
- ☐ Deferral

16. The primary type of support you provide is:

- ☐ Professional guidance
- ☐ Psychological support
- ☐ Career development counseling

17. Key dimensions you assess for student graduation readiness are: (multiple selections allowed)

- ☐ Operational skills
- ☐ Theoretical knowledge
- ☐ Professional ethics
- ☐ Research capabilities

18. How do you assist students in transitioning to the next phase?

- ☐ Detailed development plans
- ☐ Advanced study opportunities
- ☐ Periodic follow-ups
- ☐ No specific arrangements

19. After the relationship ends, students typically exhibit:

- ☐ Complete independence
- ☐ Still require minimal guidance
- ☐ Persistent dependency

20. You believe the ideal resolution period should last:

- ☐ Within 1 month
- ☐ 1-3 months
- ☐ 3-6 months

21. In Peplau's four stages, which do you find most challenging?

- ☐ Orientation
- ☐ Confirmation
- ☐ Utilization

☐ Resolution

22. Is the time allocation for each stage reasonable?

| Stage | Too Long | Appropriate | Too Short |

|---|---|---|---|

| Orientation | ☐ | ☐ | ☐ |

| Confirmation | ☐ | ☐ | ☐ |

| Utilization | ☐ | ☐ | ☐ |

| Resolution | ☐ | ☐ | ☐ |

23. The most critical turning point in teacher-student relationship development is:

- ☐ Reaching shared goals
- ☐ Adapting teaching methods
- ☐ Transfer of autonomy
- ☐ Closed-loop assessment feedback

24. Primary barriers to applying Peplau's theory include: (multiple selections allowed)

- ☐ Insufficient time
- ☐ Limited theoretical understanding
- ☐ Low student cooperation
- ☐ Lack of institutional support

25. In your view, an ideal mentor-mentee relationship emphasizes:

- ☐ Knowledge transmission
- ☐ Competency development
- ☐ Career advancement
- ☐ Psychological support

26. Suggestions for improving early clinical mentor-mentee relationships

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## End of Questionnaire

Thank you for your participation! Your insights are invaluable to our research. For further feedback, please contact [dr\\_lishuai@hust.edu.cn](mailto:dr_lishuai@hust.edu.cn).