

**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
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Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confirmation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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).