

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

1. Your status:

- Five-year clinical medical student
- Eight-year clinical medical student
- Non-clinical medical student

2. Your gender:

- Male
- Female

3. Your age: _____ years old

4. Duration of your participation in early clinical teaching/learning:

- <6 months
- 6-12 months
- 1-2 years
- >2 years

5. Overall satisfaction with your current mentor-mentee relationship:

- Very satisfied
- Satisfied
- Fairly satisfied
- Dissatisfied
- Very dissatisfied

6. Frequency of interaction with your mentor/student:

- Daily
- 2-3 times weekly
- Once weekly
- 1-2 times monthly
- Rarely

7. Primary forms of interaction (multiple selections allowed):

- Clinical bedside teaching
- Case discussions
- Research guidance
- Online communication
- Other _____

8. What do you consider the most prominent issue in your current mentoring relationship?

- Insufficient communication
- Unclear objectives
- Untimely feedback
- Ambiguous roles
- Other _____

9. Which factors do you believe most impact the quality of the mentor-mentee relationship?
(multiple selections allowed)

- Mentor's time commitment
- Student initiative
- Availability of teaching resources
- Evaluation and incentive mechanisms
- Personality compatibility between mentor and mentee
- Other _____

10. Your approach to resolving conflicts:

- Proactive communication
- Seeking third-party mediation
- Avoiding the issue
- Other _____

11. What percentage of total clinical learning time should ideal mentor-student interaction occupy?

- >30%
- 20-30%
- 10-20%
- <10%

12. What do you consider the most important role of a mentor in early clinical teaching?

- Knowledge transmitter
- Skill demonstrator
- Career guide
- Psychological supporter
- Other _____

13. What do you consider the most essential trait for students in early clinical training?

- Proactivity
- Sense of responsibility
- Critical thinking
- Teamwork
- Other _____

14. Are you clear about your rights and responsibilities in the mentor-mentee relationship?

- Very clear
- Generally clear
- Vaguely clear
- Not clear

15. During initial contact, did your advisor (or student) establish clear learning objectives and plans with you?

- Very clear
- Fairly clear
- Average
- Fairly vague
- None at all

16. Did your advisor proactively understand your academic background, learning preferences, and personal needs?

- Very thoroughly
- Fairly thoroughly
- Average
- Fairly little
- None at all

17. Were you fully aware of the resources and support channels available during early clinical learning?

- Fully aware
- Fairly aware
- Somewhat aware
- Vaguely aware
- Completely unaware

18. Did both parties reach consensus on teaching methods (e.g., demonstration/guidance ratio)?

- Fully agreed
- Largely agreed
- Partially agreed
- Disagreed
- Not discussed

19. When you make procedural errors, your instructor tends to:

- Immediately correct and demonstrate
- Guide self-discovery
- Jointly analyze causes
- Temporarily refrain from intervention
- Severely criticize

20. Does your instructor adjust teaching content/pace based on your confusion?

- Always
- Often
- Sometimes
- Rarely
- Never

21. During case discussions, does your mentor encourage you to express differing opinions?

- Always encourages
- Often encourages
- Occasionally allows
- Rarely accepts
- Prohibits expression

22. Do you feel your mentor provides emotional support (e.g., alleviating anxiety)?

- Very sufficient
- Fairly sufficient
- Average
- Fairly insufficient
- Completely absent

23. Did your supervisor progressively increase your autonomy in clinical procedures?

- Systematically increased
- Occasionally allowed
- Remained unchanged
- Decreased instead
- Never granted

24. Can you apply your supervisor's guidance methods to new cases?

- Completely able
- Mostly able
- Partially able
- Rarely able
- Completely unable

25. Does your mentor require you to document reflections on your learning process?

- Strictly required
- Recommended
- Occasionally mentioned
- Never required
- Opposed to documentation

26. When you proposed innovative approaches, your mentor's attitude was:

- Actively adopted
- Discussed for refinement
- Permitted to try
- Remained neutral
- Explicitly opposed

27. Did your mentor conduct systematic evaluations of your developmental progress?

- Comprehensive assessment
- Focused evaluation

- Brief feedback
- No evaluation
- Denied progress

28. Have you developed a personalized clinical thinking/practice style?

- Fully developed
- Beginning to take shape
- Still imitating
- Not yet established
- Required to conform

29. Did your mentor discuss follow-up development recommendations with you upon completion?

- Detailed plan
- Brief suggestions
- Simple affirmation
- Not mentioned
- Negative evaluation

30. Does the current training model equip you to mentor junior students?

- Fully capable
- Mostly capable
- Basic guidance
- Quite difficult
- Completely incapable

31. Describe your ideal early clinical mentoring relationship in 1-2 sentences.

32. What aspect of your mentor/student relationship during early clinical exposure satisfied you most?

33. Specific suggestions for developing a mentorship model based on Peplau's theory.

34. What recommendations do you have for improving early clinical mentorship relationships?

Questionnaire Ends

Thank you for your participation! Your input is invaluable to our research. For further feedback, please contact dr_lishuai@hust.edu.cn.