

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?

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## Questionnaire Ends

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