

Questionnaire

Question 1: What is your grade level? [Single Choice]

Option	Count	Percentage
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First-year Graduate Student

Second-year Graduate Student

Third-year Graduate Student

Doctoral Student

Other Residents/Trainees

Total Valid Responses

Question 2: What is your university? [Single Choice]

Option	Count	Percentage
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BUCM

Chinese Medical Sciences

Other Institutions

Total Valid Responses

Question 3: What is your major? [Single Choice]

Option	Count	Percentage
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Orthopedics

Acupuncture and Tuina

Surgery

Internal Medicine

Others

Total Valid Responses

Question 4: How much time do you spend on pre-class preparation? [Single Choice]

Option	Count	Percentage
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Less than 30 minutes

Option	Count	Percentage
30 minutes to 1 hour		
1 hour to 2 hours		
More than 2 hours		
No preparation		
Total Valid Responses		

Question 5: How familiar are you with the upcoming course content before the lecture? [Scale of 100]

Question 6: Do you actively search for relevant materials before the lecture? [Single Choice]

Option	Count	Percentage
Frequently search through the internet, books, papers, etc.		
Search only when needed		
Rarely search, unsure how to		
Almost never search		
Total Valid Responses		

Question 7: How well do you understand the key learning points before the lecture? [Single Choice]

Option	Count	Percentage
I am very clear about the key points and learning objectives		
I have some understanding of the content		
I have a general idea of the learning direction		
I have no concept of what will be taught		
Total Valid Responses		

Question 8: How involved are you in group discussions? [Single Choice]

Option	Count	Percentage
Actively participate and lead the discussion		

Option	Count	Percentage
Actively participate and share opinions		
Participate but mostly as an observer		
Do not participate in group discussions		
Total Valid Responses		

Question 9: Does this teaching method (traditional approach/PBL) enhance your communication and cooperation with classmates? [Single Choice]

Option	Count	Percentage
Yes, I have established good learning partnerships with classmates		
No, it does not promote communication and may even cause friction		
It has limited promotion but is better than passive listening		
I see no difference		
Total Valid Responses		

Question 10: Does this teaching method (traditional approach/PBL) increase your burden? [Single Choice]

Option	Count	Percentage
Yes, it is strenuous with little gain		
Yes, but I also learn more		
It is manageable, though somewhat strenuous		
No, I find it quite effortless		
Total Valid Responses		

Question 11: In this teaching method (traditional approach/PBL), which abilities do you feel have been enhanced? [Multiple Choice]

Option	Count	Percentage
Cooperation		
Communication		

Option	Count	Percentage
Written expression		
Research skills		
Self-study ability		
History-taking skills		
Clinical practice ability		
Not much improvement		
Total Valid Responses		

Question 12: How focused are you during lectures in this teaching method (traditional approach)? [Scale of 100]

Question 13: How engaged are you in class activities in this teaching method (traditional approach)? [Scale of 100]

Question 14: How would you evaluate the classroom atmosphere in this teaching method (traditional approach)? [Single Choice]

Option	Count	Percentage
Very lively with frequent teacher-student interaction		
Acceptable with some teacher-student interaction		
Average with limited teacher-student interaction		
Cold with minimal teacher-student interaction		
Total Valid Responses		

Question 15: How well do you master the course content after class? [Scale of 100]

Question 16: How long does it take you to fully grasp the course content after class? [Single Choice]

Option	Count	Percentage
Mastered in class		
Less than 30 minutes after class		
30 minutes to 1 hour after class		

Option	Count	Percentage
1 hour to 2 hours after class		
More than 2 hours after class		
Total Valid Responses		

Question 17: Do you feel that your ability to independently address clinical issues taught in class has improved? [Single Choice]

Option	Count	Percentage
Significantly improved, able to independently address related clinical issues		
Somewhat improved, able to roughly grasp the approach		
Limited improvement, still struggling with related clinical issues		
No improvement, unable to address any related clinical issues		
Total Valid Responses		

Question 18: How confident are you in diagnosing and treating the clinical issues discussed in this course? [Single Choice]

Option	Count	Percentage
Very confident		
Moderately confident		
Not confident		
Total Valid Responses		

Question 19: How interested are you in this course? [Scale of 100]

Question 20: How much sense of participation do you have in this course? [Scale of 100]

Question 21: How helpful do you find SPs (Standardized Patients) in understanding the clinical manifestations of diseases? [Single Choice]

Option	Count	Percentage
Very helpful		
Somewhat helpful but not significantly		

Option	Count	Percentage
Not very helpful, not necessary		
Not helpful at all		
Total Valid Responses		

Question 22: How helpful do you find SPs (Standardized Patients) in training your clinical history-taking skills? [Single Choice]

Option	Count	Percentage
Very helpful		
Somewhat helpful but not significantly		
Not very helpful, not necessary		
Not helpful at all		
Total Valid Responses		

Question 23: How helpful do you find SPs (Standardized Patients) in learning systematic physical examinations? [Single Choice]

Option	Count	Percentage
Very helpful		
Somewhat helpful but not significantly		
Not very helpful, not necessary		
Not helpful at all		
Total Valid Responses		

Question 24: On a scale of 100, how much overall help do you feel SPs (Standardized Patients) provide to your learning?

Question 25: Which teaching method do you prefer: PBL combined with SPs or the traditional approach? [Single Choice]

Option	Count	Percentage
PBL combined with SPs		
Traditional approach		

Option	Count	Percentage
Total Valid Responses		

Question 26: Any suggestions for this course? [Open-ended]