Dear Reviewer 1,

thank you for your comments. We have re-designed the methods section in order to make our approach more clear. Also we have used more tables to make the results more clearly arranged. Also we have expanded the limitations in the discussion section.
Changes are marked in red.

We apologize for the insufficient use of the English language. We have asked a native speaker for assistance.

Dear Reviewer 2,

thank you for your comments. They helped us to reflect the limitations of this paper and to create a new version.

We have tried to account for all points mentioned.

We apologize for the insufficient use of the English language. We have asked a native speaker for assistance.

Changes are marked in red.

Add 1) We have modified the background section to clarify why the interprofessional team approach was made part of this paper.

Add2) We have worked on the methods section to make clear in which way we proceeded and why this was done.

Add5&6) We restructured the discussion. Limitations are clearly stated.
Dear ladies and gentlemen of the editorial board,

Delivering high quality palliative care to elderly patients is a basic need in modern health care as defined by the WHO [1,2]. The provision of palliative care for older people is complicated by different factors, multimorbidity and dementia being just two of them. The demographic change in the western world further escalates the problem [1].

While attempts to improve quality of care have been advocated for professionals through the concepts of holistic care or advanced care planning, we chose to focus on a learning theory based approach for future professionals who are still on the undergraduate level of their respective training. We aim at developing medical competence of students by delivering a curriculum on palliative care for elderly people [1].

This paper outlines the need for such a curriculum on the basis of a current review of the literature on yet existing curricula and the palliative care needs of elderly patients. It combines the information identified and reports on how we created a best practice curriculum on palliative care for the elderly, including didactical methodology applied at Witten/Herdecke University in Witten, Germany.

The article presented may both serve to update clinicians on the issue and support curriculum developers in identifying relevant learning goals and objectives.

Neither this manuscript, nor substantial parts of it, are under consideration by any other journal and have not been published elsewhere.

All authors have read and agreed to its content.

We have chosen BMC geriatrics for publication as we strongly support the idea
of open access publishing in science and felt and hope that the editorial board will consider this work for publication.

With kindest regards,

Johannes Maximilian Just (for the authors involved)

References:


