Author's response to reviews

Title: Frail elderly patients' experiences of information on medication. A qualitative study.

Authors:

Sara Modig (sara.modig@med.lu.se)
Jimmie Kristensson (jimmie.kristensson@med.lu.se)
Margareta Troein (margareta.troein@med.lu.se)
Annika Brorsson (annika.brorsson@med.lu.se)
Patrik Midlöv (patrik.midlov@med.lu.se)

Version: 2 Date: 25 July 2012

Author's response to reviews: see over
Dear Editor,

Re: “Frail elderly patients’ experiences of information on medication. A qualitative study.”

Thank you for your letter of 2 July. We have now revised the manuscript in accordance with the suggestions. Please see our response below to each of the comments. We hope that you will find the manuscript acceptable for publication in BMC Geriatrics in its present revised form.

Yours sincerely,

Sara Modig MD
Tåbelund Primary Health Care Center
Solv 33
24131 Eslöv
Sweden
Phone: +46 706 319308
Fax: +46 413 64195
E-mail: sara.modig@med.lu.se
**Associate Editor's Comments:**

Abstract  
(Discuss the analytical approach used in qualitative analysis) The analytical process in content analysis is now briefly discussed.  
(Limit you conclusion to the findings; do not discuss about adherence) The conclusion is now limited to the findings.

Introduction  
(Statements in para 1 and 2 not supported by references; provide relevant references) Statements in para 1 and 2 are now supported by references.

Methods:  
(Provide a rationale why these 12 subjects were informative) The 12 selected subjects were informative and talkative.  
(Provide content areas for semi-structured interview in appendix) Semi-structured interview-guide is now provided in appendix.

Results:  
(Briefly the content analysis process when presenting results) The analysis process is now briefly discussed when presenting results (page 7).

Conclusions  
(Limit the decision to key findings and themes) Conclusion section is now limited to key findings and themes.

**Reviewer 1:**  
Minor concerns:  

1. The regulation is now referred to as “The Patient Safety Act (2010:659)”

2. (Is it common elsewhere to present number of participants in the different studies in brackets? It can be read in the references list.) We think it is easier for the reader if the number of participants in the different studies is presented in brackets. If this is problematic, we can remove them.

3. (In the text and the content analysis you are using the word categories and main categories but in the first paragraph of the discussion you change and talk about dimensions, which is unclear. It would be better for the consistency to use the same.) The words “main categories” are now used in the first paragraph of the discussion instead of “dimensions”.

Reviewer 2:
Minor concerns:

1. *(Indicate the study year in the abstract.)* The study year is now indicated in the abstract.

2. *(In the procedures sections, describe the experience of the interviewer in conducting qualitative research interviews.)* The experience of the interviewer in conducting qualitative research interviews is now described in the procedure section (page 6).

3. *(Clearly identify whether the tapes were transcribed by a professional transcriptionist. If not, indicate whether members of the investigative team reviewed the transcripts for accuracy.)* The tapes were transcribed by a professional transcriptionist, which is now written in the procedure section (page 6).

4. *(Were the themes described in the manuscript derived from one, some, or all interviewees?)* The themes described in the manuscript were derived from all interviewees, but every sub-category or category was not present in every interview, as now described in the first part of the discussion section.

5. The manuscript is now thoroughly edited for grammatical and typographical errors.

6. *(The authors should provide the readers with a copy of the semi-structured interview guide.)* A copy of the semi-structured interview-guide is now provided in Appendix.

7. *(For the benefit of readers, the authors should explain the meaning of vocational education and compulsory education in Table 1.)* The meaning of vocational education and compulsory education in Table 1 is now explained.