Author’s response to reviews

Title: Global Health Education: a cross-sectional study among German medical students to identify needs, deficits and potential benefits (Part 2 of 2: Knowledge gaps and potential benefits)

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Author’s response to reviews: see over
Cover Letter to the revised manuscript MS: 1890213940334499

Title: ‘Global Health Education: a cross-sectional study among German medical students to identify needs, deficits and potential benefits (Part 2 of 2: Knowledge gaps and potential benefits)’

Dear Editors,

We have now revised the second part of the series on global health education in light of the reviewers’ comments. Please find below a table which contains the authors’ point-by-point responses to the reviewers’ concerns on Part 2.

An additional section on an important issue has been included in the discussion (on page 24, fifth paragraph) irrespective of the reviewers’ comments.

All major changes in the manuscript are highlighted in yellow.

We have also revised all figures (cropping, fonts, figure sizes) according to the provided guidelines and hope that the format now complies with the journal’s style. If there are any further open issues or if you have any questions regarding the most recent revision, please do not hesitate to contact the corresponding author. If the figures still are not conform with the journal’s requirements, it would be very helpful to know what exactly is not correctly formatted. This information would make it easier for us to meet your expectations.

We hope that the manuscript now complies with the journal’s requirements for publication and are looking forward to receiving the journal’s final decision on the manuscript.

Yours sincerely,

Kayvan Bozorgmehr
Title: Global Health Education in Germany: needs, deficits and potential benefits - a cross-sectional study among medical students  
(Part 2 of 2: Knowledge gaps and potential benefits)

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| Minor Essential Revisions  
On page 19, line 2 of the 4th paragraph, “hold” should be “held”  
We thank the reviewer for identifying this misspelling. The word has been adjusted accordingly (“held” instead of “hold”). |

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| I would recommend making the point that it is not at all surprising that student who have done rotations abroad, esp in developing countries, find this learning of this SDH information more important.  
We thank the reviewer for sharing her perspective on this issue. Whether or not the findings are surprising depends on one’s preconceptions and is - in our view - not generalisable.  
Someone who believes that stays abroad in developing countries are “waste of time” might be surprised that students were more interested in SDH. Others who already are convinced that stays abroad, especially in developing countries, entail positive learning experiences will indeed not be surprised. Therefore the authors would prefer to refrain from judging whether this finding is surprising or not and leave this judgement to the |
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Also, I am still unclear how learning the SDH world-wide will make them better physicians in Germany.

We thank the reviewer for raising this interesting question. As previously stated, the authors did not directly make such claims. We rather emphasised that this kind of learning sensitises for necessary actions beyond health care practice (see page 22 onwards under “Implications and Recommendations”).

We could only speculate about the direct impacts on the students in our cohort in the context of their work as health professional. We agree that the question is indeed important and can only refer to experiences from other countries, where this kind of learning is more established (see references page 16, fourth paragraph).

The authors have also emphasised the importance of this question for future research. (see page 16, fourth paragraph onwards)

Other potential influences (in terms of career choice) have been included on page 17, second full paragraph.