Author's response to reviews

Title: An innovative OSCE Clinical Log station: a quantitative study of its influence on Log use by medical students

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Editor,

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RE: MS: 1564897157768661

An innovative OSCE Clinical Log station: a quantitative study of its influence on Log use by medical students

Thank you for consideration of the paper (above) and the reviewer comments, and have responded to the reviewer comments as follows:

Reviewer 2

- The first paragraph has been deleted and this does make the background more concise.
- The number of references used to support the use of reflective logs in undergraduate, postgraduate and continuing medical education has been reduced. References have been kept to illustrate use in all 3 levels of medical education (to support the statement); those most relevant to the paper retained; the BEME reviews have been retained due to their ‘review of literature’ status; and referencing numbering adjusted accordingly throughout the paper.
- *Ibid* on page 5 has been removed and replaced with the relevant ref. number.
- While the abbreviations PPD and GSM were defined, they have been removed as requested.
- Yes, the Director of Clinical Education was one of the authors and this has been pointed out in the paper now (Page 8).
- The perceptions of students and staff members are presented to illustrate that similar sentiments have been expressed as reported in the literature. The comment offered by a student in response to an invitation for qualitative comment on the log, as part of an informal evaluation is an example of this and think it makes the discussion more interesting—can be removed but feel it is interesting given students are often reluctant to complete the logs but also start to appreciate its value. Students have given permission for use of evaluation data for research and dissemination purposes (part of the ethics application mentioned). The staff comment was offered anecdotally for the same reason as it demonstrated student growth and an ability to reflect as
they gain in experience, reducing the need for assessment as a driver of use. The author of this comment and date have been added with her consent, as done in other journals.

- potentially the investment in faculty professional development will have benefits for learners in the vertical continuum of medical education, and faculty themselves (page 15) means: it is good to train faculty re use and assessment of reflective log/portfolios as the same faculty are the teachers of undergraduate and postgraduate students, and will potentially need to use electronic logs/portfolios themselves in their own future continuing medical education. Felt it would take too many words to explain this. While reviewer 1 did not ask for explanation, had added an explanatory sentence on page 15.

- The Friedman reference has been removed as difficult to explain in a conclusion. It was used to support the fact that we aimed to encourage reflection as part of the many behaviours that contribute to professionalism.

- Agree that one of the most important issues it to embed the log more in the learning environment of the students and as this was indeed done as mentioned in the discussion, this is now stated overtly in the conclusion.

- The Cleveland reports were included to suggest that student self-regulation is better than extrinsic regulation by the school. This has been re-explained in the closing statements of the discussion. May not be necessary but is recent work that has relevance in the context of this paper.

Reviewer 1:

- Thank you for the positive comments about aspects of the paper
- The discussion has been altered to state ‘up front’ as well as in the conclusion that fact that assessment does influence student behavior. It also emphasizes the intent of the school to encourage reflection, as suggested by this reviewer.

Professor Judith N (Nicky) Hudson