Reviewer's report

Title: Does reflection have an effect upon case-solving abilities of undergraduate medical students?

Version: 1 Date: 9 May 2012

Reviewer: Allyn Walsh

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Minor Essential Revisions
1. A simple but effective conceptual framework forms the basis of the study. The methods are well explained and the assessment of case solving and knowledge seem very appropriate. The use of a rubric for assessment of reflection skills requires more explanation, particularly as this is key to the paper. While the rubric makes intuitive sense, how does the reader know that this is indeed a valid evaluation?

2. The discussion does require work to enhance clarity. The paradox referred to is not entirely apparent without multiple readings. There are some typographical and grammatical errors in the discussion that are likely contributing to a lack of clarity at certain points. Nonetheless, the discussion is well balanced and the conclusion warranted.

Overall
This paper has a clearly defined question, which is supported by a through review of the literature on the subject. Referencing is well done, with integrity. The authors approach the question of whether reflection adds to the knowledge and consultation skills on medical students’ case solving, having defined this as a gap in the literature.

In conclusion, this is a well-done study, which requires some minor corrections of text to improve clarity, and a fuller explanation of the validity of the rubric used to assess reflection skills. It is an excellent contribution to the literature and should be published.

Level of interest: An article of importance in its field

Quality of written English: Needs some language corrections before being published

Statistical review: Yes, but I do not feel adequately qualified to assess the statistics.

Declaration of competing interests:
I declare that I have no competing interests