Author's response to reviews

Title: A Delphi consensus study to identify current clinically most valuable orthopaedic anatomy components for teaching medical students

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Author's response to reviews: see over
To,

The Editorial board,

BMC Medical education.

The comments have been addressed in the revised manuscript and this letter gives a point-by-point response to the concerns of the reviewers.

**Title:** A Delphi consensus study to identify current clinically most valuable orthopaedic anatomy components for teaching medical students  
**Version:** 1  
**Date:** 14 April 2014  
**Reviewer:** R. Shane Tubbs  
**Reviewer's report:**  
Major Compulsory Revisions:  
This is a well done and timely study. The authors might also consider the following references:  
Reference added as [14]  
Referenced added as [7]  
Reference added as [6]  

Were specific anatomical structures queried in the survey? Table 1 lists "Shoulder joint anatomy" but are there details that could be provide. For example, should the student know the coracohumeral ligament?  
No, specific anatomical structures were not queried as participants themselves listed up to five clinically most relevant anatomical components that the medical students must be aware of, and their corresponding clinical situations in the first round (in contrast to other studies where the panel were sent a list of topics by the study investigators). However, they have listed other specific anatomy components such as rotator cuff muscles and clavicle, and identified specific clinical conditions such as fractures, frozen shoulder, rotator cuff tears and impingement corresponding to the topic of shoulder anatomy. These were included in round 2 and 3 questionnaires. We have mentioned the components considered clinically most valuable with very high consensus percentage (94-100%) in the tables.  
All structures related to shoulder joint that can be involved during fractures and dislocations can be rendered as important for students to know.
Furthermore, Table 2 states "Basic awareness of osteology." Does this mean that the student merely need to know the bones or should they know the bones and various parts e.g. adductor tubercle?

The opinion of the participants was that at the level of a graduating medical student, they must be aware of the bones and should be able to identify them. There was no mention of any specific bony landmarks by the panel.

**Level of interest:** An article of importance in its field  
**Quality of written English:** Acceptable  
**Statistical review:** No, the manuscript does not need to be seen by a statistician.  
**Declaration of competing interests:**  
I declare that I have no competing interests.