**Reviewer's report**

**Title:** What Motivates Senior Clinicians To Teach Medical Students?

**Version:** 5  **Date:** 29 May 2005

**Reviewer:** Steven Brown

**Reviewer's report:**

General

------------------------------------------------------------------------------------------------------------------------

**Major Compulsory Revisions (that the author must respond to before a decision on publication can be reached)**

------------------------------------------------------------------------------------------------------------------------

**Minor Essential Revisions (such as missing labels on figures, or the wrong use of a term, which the author can be trusted to correct)**

p.4, 3 lines from bottom: teachers reluctance (plural possessive)

p.5, line 4: remove comma

p.6, para 2: Q methodology was not developed to bridge qualitative and quantitative research traditions. It may indeed bridge that gap or render it senseless but it was not developed for this purpose. In this regard, the authors may wish to cite the following:


p.8, para 1: There are 69 statements and it is said that Equal numbers of positive and negative statements were created. This is mathematically impossible. Presumably, 35 statements were of one kind (i.e., positive or negative) and 34 statements were of the other kind. This can be handled by beginning the sentence Approximately equal numbers.

p.8, 2 lines from bottom: each card according to their level Change to each card according to its level or all cards according to their level.

p.9, para 1: There were no repeat measures taken In the Authors Response, the authors state that the comment about repeated measures was deleted.

p.9, last para: " Centroid approach with varimax rotation was subsequently; i.e., add "with varimax rotation" for clarity and technical completeness.

p.12, last para: Fulkerson lighted [cited?] some of these factors
Discretionary Revisions (which the author can choose to ignore)

What next?: Accept after minor essential revisions

Level of interest: An article of importance in its field

Quality of written English: Acceptable

Statistical review: No

Declaration of competing interests:

I declare that I have no competing interests.