Reviewer's report

Title: "Men’s health - a little in the shadow": a formative evaluation of medical curriculum enhancement with men’s health teaching and learning.

Version: 2 Date: 4 June 2015

Reviewer: Odette Mazel

Reviewer's report:

The paper addresses an important area of curriculum enhancement and proposes an approach that has the potential to accelerate change across medical schools in Australia. The study’s methods are appropriate and well described and the semi-structured interviews give important insight into the local and national barriers and enablers of implementing a male health curriculum framework to provide a common learning experience for students.

The paper is generally well written, but relies heavily on quotations from interviews to make important points in the results section.

The authors clearly describe the limitations of the study and acknowledge previously conducted work in the field of men’s health. The authors could benefit from looking at other networks (or CoPs) that have aimed at improving medical education across medical schools in other fields such as the Leaders in Indigenous Medical Education (LIME) Network and the strategies used to build knowledge, resources and champions. This Network is responsible for implementing the CDAMS Indigenous Health Curriculum Framework that you acknowledge early on.

Major Compulsory Revisions
1. The authors should revise the results section and redraft elements so that block-quotes provide an example of the point being made and expand on the narrative. The number of quotes needs to be reduced. For instance, the quote on line 147 could be deleted. Quotes should be bookended with text relating to the results being highlighted in the quote.
2. Please define what you mean by external and internal factors in the results section – many of the following subheadings including workforce and crowded curriculum could be considered internal factors.
3. The authors should consider including a conclusion.

Minor Essential Revisions
1. Can you provide a numerical representation of those you interviewed that considered men’s health to be an important element of teaching in the curriculum? How many were ‘most’? Were there any who didn’t consider it important? (line 113)
2. Consider providing more statistical data on the numbers of interviewees who considered the same points essential.
3. In results section, student-focused implementation strategies is part of the broader heading of enablers? Please revise heading structure if this is correct.

4. In a few cases acronyms are used without first spelling it out – line 140, 142 for instance, please amend.

Discretionary Revisions

1. Investigate the approach taken by the LIME Network in implementing curriculum ‘enhancement’ in Indigenous health in medical education.

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