Author’s response to reviews

Title: Palliative Care and The Arts: Vehicles to Introduce Medical Students to Patient-Centred Decision-Making and the Art of Caring.

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Version: 3 Date: 24 Aug 2017

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Editor

We have change Dr. Pereira affiliation. Marked in yellow. Page 1.

Reviewer 1 Jacob Ousager

Comments to the Author

That is a positive and inspiring message, and I therefore recommend that the paper be published.

The paper does not, on the other hand, offer much in terms of demonstrating, render probable, or even discuss how well the described course format performs compared to other course formats. The main outcome of the course seems to be that the learners in general liked the course, and that they went from knowing not very much about palliative care, to being better informed and having a more nuanced and reflected view on these matters. That is good. But how good is it compared to more traditional courses in palliative care? Or compared to a course where the arts
Response

We appreciate the reviewer commentary that helps to increase the quality of the manuscript.

There is no specific evidence from comparative analysis about arts and palliative care undergraduate teaching. Unfortunately we cannot explore the specific input of arts to palliative care undergraduate teaching through this piece of research, we only can report that it seems to be useful, feasible and perceived by the students as very helpful. The specific input of arts for palliative care teaching has still to be further studied. In order to better clarification of these points, we have added a new reference and explanation in the third paragraph of the discussion and the necessity of research about this issue at the end of the conclusion.

Changes marked in yellow: page 19, page 23

Reviewer 2 Matthew S Ellman

1. Notable that 19 /20 students who elected the course were female - perhaps worthy of mentioning and explaining or speculating why this occurred.

2. Recognizing "n's" small any observations regarding differences in responses or perceptions of early students (without any significant clinical exposure) vs. late students (who would have brought clinical experience to the educational activities?)

3. Have you considered adapting the course to include interprofessional students as well as faculty. If so, how would curriculum be adjusted?
Response

The feedback provided for the reviewer has been very useful for the author’s and we really appreciate all his comments.

Following the reviewer suggestions, we have add as limitations of the study in the sixth and last paragraphs of the discussion, not to be able to distinguish differences between clinic and pre-clinic medical students, and the reason why there are more females in the course.

We have added as a future possibility, to develop an interprofessional students course, in the last paragraph of the discussion.

Changes marked in yellow: page 21, page 22