Reviewer’s report

Title: Preparing Competent Graduates for Delivering Pharmaceutical Care: an Experience from Northern Cyprus

Version: 0 Date: 07 May 2019

Reviewer: Peter Jones

Reviewer's report:

This is a long paper that is attempting describe the effectiveness of a clinical education innovation that aims to help Pharmacy Students be prepared for the broader aspects of Pharmacy practice expected in Modern Health Care.

I think the paper is quite jumbled and a little difficult to follow. It is a simple pre and post test evaluation of a clinical block of knowledge and some fairly difficult to comprehend comments about Kirkpatrick's hierarchy being satisfied.

In the abstract we are exposed to the CAPE outcomes and unless the reader is aware it does not seem to make sense.

The first paragraph begins with a verb and the second sentence does not make sense. The paper should begin with a need to have focused clinical experience that allows advanced students to gain clinical expertise prior to graduation.

The second paragraph talks about Turkish Pharmacy training in 1850-a bit randomly-I think a succinct paragraph which outlines what is required to practice pharmacy in Turkey and how this compares to other jurisdictions around the world would be better. In Australia students complete a 4 year undergraduate degree in Pharmacy and this is followed by a 12 month Internship prior to registration. Are Pharmacists registered on graduation from University in Turkey or are they required to complete post graduation supervised experience. I think this information would help set the scene

I am not sure of the relevance of the CPD material to the study-

I think the idea that there is an expectation that Pharmacists have quite a broad scope of complicated cognitive tasks that extend well beyond the simple dispensing of drugs, with advanced communication skills becoming recognized as a key-how to provide this new requirement at a University level is the key..

I think describing the new accreditation requirements for Pharmacy schools in Turkey and why this innovation was needed at the university would be what is needed to be described. The introduction ends with two paragraphs of methods.
In the methods we need to know the principals of what constituted the daily duties of the students on the placement, rather than a long list of dot point learning outcomes—it is hard to work out if students

The results and the discussion are also intermingled and verbose and difficult to read

I think this should be a short report rather than a whole paper. I do not think you can say you have demonstrated higher order learning simply by saying your pre and post OSCE scores have improved by doing an 8 week learning block—there are areas of improvement identified—In summary I just think the presentation of the information was too haphazard and needs a very substantial rewrite

**Are the methods appropriate and well described?**
If not, please specify what is required in your comments to the authors.

Yes

**Does the work include the necessary controls?**
If not, please specify which controls are required in your comments to the authors.

Unable to assess

**Are the conclusions drawn adequately supported by the data shown?**
If not, please explain in your comments to the authors.

No

**Are you able to assess any statistics in the manuscript or would you recommend an additional statistical review?**
If an additional statistical review is recommended, please specify what aspects require further assessment in your comments to the editors.

I am able to assess the statistics

**Quality of written English**
Please indicate the quality of language in the manuscript:

Needs some language corrections before being published

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