Author’s response to reviews

Title: Debate: Why should gender-affirming health care be included in health science curricula?

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Author’s response to reviews:

Damien Riggs (Reviewer 1): Thank you to the authors for doing such an excellent job of taking into account all of the reviewer comments. The manuscript is much stronger as a result.
Authors response: thank you.

Shanna K Kattari, PhD, MEd (Reviewer 3): I appreciate the work the authors have done to integrate my and other reviewers' comments into the manuscript and feel that it is now in a good place for publication.
Authors response: thank you.

Timo O. Nieder, PhD (Reviewer 4): Basically, I agree with the majority of the authors' positions. I also think that the manuscript has benefited a great deal from the revision.
I still have my troubles with the format. Neither the methods are described in detail and repeatable (e.g. the literature search and the literature selection), nor the way the authors come to their conclusions based on the literature. However, to what extent these requirements apply to a debate, I plead with the editors to decide.

Authors response: This is a debate and not a scoping review or systematic review. The methods have been described in the Background section. In other debate articles in BMC Medical Education, methods for literature search have not been discussed in detail, but rather literature quoted to support specific points made in the debate. The conclusions are based on the literature, with references. In response to the reviewer’s request, we have however added references to the last sentence:
As health science educators, representing a profession that has pathologized (10,25), and continues to pathologize TGD identities (15), we have an ethical duty to include gender-affirming health in health science curricula (98,116,117) in order to prevent harm to TGD patients that our students will provide care for in the future.