Reviewer’s report

Title: Exploring the experiences of being an ethnic minority student within an undergraduate nursing education: A qualitative study

Version: 1 Date: 05 Jul 2019

Reviewer: Tarja Heponiemi

Reviewer's report:

P"Exploring the experiences of being an ethnic minority student within an undergraduate nursing education: A qualitative study"

It was very difficult to review the revised version of the manuscript given that the authors have not made a proper point-by-point response letter which clearly indicate the changes that were made regarding each comment. For example, they have not provided text quotations showing what exactly was done regarding clear questions but instead they connect many questions into one and refer "see discussion". Thus first of all, I would suggest that in the future the authors would pay much more effort to make the proper point-by-point response letter in which they clearly indicate what they did and if the change is no longer than couple of paragraphs also put the text quotation to the response letter (and also clearly mark where this change exists in the manuscript). Moreover, it might be better to send a track changes version to reviewers where the changes in formulation in the side are done (accepted) so that the whole paper is in text use (and better without comments as well in the side; their place is in the response letter).

Please find below some points that might help to improve the manuscript:

The language editing has improved the manuscript, but I am under impression that language editor has been added as a second author of the manuscript. I think that editing doesn’t entitle to an authorship, and also, she's not mentioned in the Author's contribution- chapter (page. 33)

Questions of the topic guide is now appropriately described, however, I'm questioning why in the end of the interviews the participants were asked about their reasons for becoming a nurse and what it meant for them. If the aim of the study was to describe the lived experiences of these students undertaking an nursing degree, I find the question about reasons / motives slightly irrelevant. And it may even be considered a bit unethical, as the researcher should only collect data/ ask questions that are needed for the study. Basically, I'm wondering whether the students were able to answer that question freely, for example in a situation where he/she wouldn't have been motivated at all about working as a nurse. Would the student dared to say it to the teacher/researcher. At least I think that the possibility that students provided desirable answers in the interviews could be discussed as a limitation. Even because the Motivation for being a nurse is one of the main categories in the article.

In our review we suggested to add a table about structure of the interview. Authors did not add this table but instead they now quite well explain the interview in the text, but I still think that Table would be good and very helpful for the readers.
Analysis: page 10, line 14. I think the meaning units were not "sentences or paragraphs with similar content" (?) but sentences or paragraphs where students describe the experiences about being a minority student.

Findings: You say that "the findings are presented in an overall theme and the four categories". The categories are described but it remains unclear what is the role of the Overall theme in this article, as it is mentioned but not discussed. That needs to be elaborated somewhere in the text, otherwise it seems pointless. One option could be to construct the discussion section based on the overall theme: the 1) personal, 2) interpersonal and 3) cultural aspects that arose from the students' experiences.

It's difficult to say what have been changed / added / removed in the discussion section because all the text is struck through and marked as rewritten.

Discussion: page 27, line 15. You say that participants spent more than three years in completing the program, compared to native students. This kind of indicates that all the natives are able to complete the program within three years, which I doubt is not the case.

It's a good addition that you now bring out that also the native students may lack role models among family and friends (p.28, line 4) but I would also add that some other issues that were discussed may as well concern the native nursing students, eg. experiencing negative behaviors or being overlooked in the clinical settings.

Page 26, line 6: It's not quite clear whose perceptions can impact on whose performance?

Implications for nursing practice: Since the concept of cultural competence is widely used and discussed in the literature, you may consider to mention that in the article. For example that there is a need to increase the cultural competence of the teachers, students, people in the clinical practice settings..etc or that there is a need to provide cultural competence training… something like that could be said instead of the "unconscious bias training" and "educating natives about the culture, diversity..etc". that is now used in the text (page.28, line12à).
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.

No

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

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