Author’s response to reviews

Title: Assessing the effects of the nursing education reform on the educational environment in Tajikistan: a repeated cross-sectional analysis

Authors:

Filippo Lechthaler (filippo.lechthaler@bfh.ch)

Michele Arigoni (m.c.m.arigoni@gmail.com)

Mohira Khamidova (mohira.khamidova@swisstph.org)

Dilbar Davlyatova (dilbar.davlyatova@swisstph.org)

Helen Prytherch (helen.prytherch@swisstph.ch)

Kaspar Wyss (kaspar.wyss@swisstph.ch)

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Author’s response to reviews:

Dear Oliver Cocks,

Thank you for your email dated 10 January 2020 and the reviewers’ comments on the manuscript entitled "Assessing the effects of the nursing education reform on the educational environment in Tajikistan: a repeated cross-sectional analysis". In your response to the second submission, you invited us to conduct revisions to the manuscript once we had considered the feedback from the three peer reviewers. We are very grateful for the insightful comments put forward and have considered each of them carefully.

Below, please find our answers to each of the comments raised by the three reviewers belong (and in the attached supplementary materials), along with the action that has been taken to address the specific concerns.

We remain at your disposal to clarify any further questions and look forward to your final decision. Thank you very much for your consideration.

Yours sincerely,

Filippo Lechthaler (on behalf of all co-authors)

Reviewer 1 (Panayota Sourtzi)

Comment: The only point I have to raise is about some language improvements that the authors can
correct by simply reading the manuscript carefully.

Reply: The paper has now been thoroughly checked from an English language and terminology perspective by a native speaker.

Reviewer 2 (Sung-Ching Pan)

Comment: The revision is clear.

No reply.

Reviewer 3 (Esther M. Johnstone)

Comment: Line 31 states - "family nurses" - Please clarify and define what "family nurses" are.

Reply: We have introduced a definition of family nurses in the introduction of the manuscript. It reads: Family practitioners (nurses and doctors) are part of the primary healthcare system and are specialized in caring for the entire family regardless of age and gender.

Comment: Line 88 states - "inventory designed to measure the educational environment at medical schools - has been - Please clarify as other studies demonstrate the use of the DREEM in health professions besides medical school.

Reply: We thank the reviewer for highlighting this point. Indeed, the DREEM inventory has been used beyond medical schools as it is clearly stated by Miles et al. (2012). The formulation in the manuscript has therefore been changed. It reads: For this purpose, the Dundee Ready Educational Environment Measure (DREEM) – a validated inventory designed to measure the educational environment at medical schools, for graduates (interns and residents), as well as for nursing, dental and chiropractic students – has been used in various countries around the world (Miles et al. 2012; Chan et al. 2018).

Comment: Line 343 states - "This disparity may led to a comparatively low α-value indicating that" - Please change the word "led' to "lead".

Reply: The word has been changed.

Comment: Line 389 states - "improved didactical competences" - Please change the word "competences" to "competencies".

Reply: The word has been changed.