Reviewer’s report

Title: Perceptions of Brazilian Nursing Faculty members regarding Literacy of Human Rights related to Health in Nursing Undergraduate Programs

Version: 0 Date: 05 Jun 2018

Reviewer: Lucia Berro Pizzarossa

Reviewer's report:

The title of the article is not indicative of the content of the piece. Furthermore, the piece argues that it aims to "explore the intersection between human rights to health and development as a global health competency for nursing". However, it seems—from the body of the article—that the aim of the article is to show the perception of Brazilian "nursing professors" of the importance of human-rights literacy in nursing courses. The objectives and structure of the piece could be improved for clarity.

It is unclear to the reader what is the role of the right to development in the argument made by this piece. None of the questions in the survey seem to refer to the right to development.

The piece advocates for the inclusion of training of health care providers—nurses in particular—in human rights. However, the piece fails to identify the key legal instruments and policy documents with regards to the right to health. The binding legal sources of the right to health are not described. In the 3rd paragraph of the introduction the piece makes a brief reference to the ICESCR (the key treaty) and a vague reference to "other legal documents". The piece argues that human-rights literacy is important for health care-providers. In this line, it will benefit from providing the reader with the key human rights instruments regarding the right to health. The piece does not consider any of the guidelines issues by the WHO that are aimed to inform the training of health-care providers and use a human-rights-based approach.

The first two paragraphs on page 5 are unclear and need further research and/or phrasing for clarity.

In terms of methods, the piece would benefit from (a) a clearer explanation of the method used, (b) a clearer description of the questions asked and (c) a reference to how representative is the sample. The subjects that participated in this study are not sufficiently described. It is unclear to the reader why only "nursing professors" were consulted, why nursing students were excluded, etc. The question "Describe the role of the World Health Organization (WHO) in the articulation between health and human rights, the Universal Declaration of Human Rights, the International Ethical Guidelines for Biomedical Research involving Human Subjects (2002) and the Declaration of Helsinki (2008)" seems to randomly select instruments/documents. It is difficult
to establish what was the criteria to select these instruments/documents and exclude a wide range of other documents that could be applicable.

There is extensive literature on the increasing importance of human rights norms in the delivery of medical care. There is also extensive literature on the importance of applying a HRBA to health care services programming and delivery. This piece will benefit from a stronger literature review in order to assess the state of the art in this matter and therefore indicate more clearly the academic contribution intended with this piece.

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

No

**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.

Unable to assess

**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 recommend additional statistical review

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

Needs some language corrections before being published

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