Author’s response to reviews

Title: Factors behind job preferences of Peruvian medical, nursing and midwifery students: a qualitative study focused on rural deployment

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Version: 1 Date: 02 Nov 2015

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Point-by-point answer to reviewer reports:

Reviewer #1:

Overall a very good article, that adds significantly to the existing (small) body of knowledge regarding recruitment and retention. A couple of comments to make:

It would be good to have the article edited by an English native speaker so that what you're wanting to say is totally clear. Some sentences are closer to Spanish than to English grammar, which makes them multi-interpretable.

Example: page 8, line 51-56 which should read: Health facilities in rural areas are perceived as unattractive due to the lack of professional development opportunities and the fact that clinical practice can be heavily impacted by the lack of basic infrastructure and equipment. (precarious isn't the right word here and throughout the article. It's more something like 'unattractive').

Answer: Thanks for the remark. We went throughout the article and edited the English grammar thoroughly.

Page 7, line 44 - put in the ref
Answer: Done.

Page 8, line 51- explain what is meant by clinically 'biased' undergraduate medical training. Is there really a bias and if so, what is it and how can it be reduced. OR do you mean that they are only educated to work in clinical settings and do clinical interventions?

Answer: Thanks. We meant that they are only educated to work in clinical settings and perform clinical tasks. We clarified this sentence now (page 8, last paragraph; page 9, first paragraph).

Page 19, line 15 -...'concern for others IS still a prominent reason'...

Answer: Done.

Page 19, line 23 - expand the notion of 'decline of idealism' a bit further than just putting in a ref, because it's an important concept that impacts the topic of the article heavily.

Answer: We expanded the concept in the revised version (page 20, first paragraph).

Page 21, line 49 - explain what the effective steps were to reinforce altruism and solidarity

Answer: We explain now that effective steps to reinforce altruism and solidarity include reinforcing and extending undergraduate rural rotations, and strengthening the inclusion of global health, medical humanities, sociology, anthropology and ethics in the medical curriculum (page 22, last paragraph; page 23, first paragraph).

Page 22, line 13 - The salary gap... - incoherent sentence

Answer: We clarified the sentence now (page 23, second paragraph).

Reviewer #2:

Is an excellent paper, is a very important issue to discuss.

The paper ask to students about their perceptions about job in rural areas wich is a very important information to know about the professional decisions in this matters.

Answer: Thanks to the reviewer for this positive comment.

I think that this information is very important to policy makers as the authors focuses in the discussion, but is also very important to make recommendations seeking changes in the orientation of schools programs. medic, nurse and midwife.

I think that authors should make conclusions and recommendation aimed at improving curricula and professional profiles of them.
Answer: We included now these recommendations in the revised Abstract and in Discussion, at the end of the paper.

Reviewer #3:

This article shows deeply the disposition of medical, nursery and midwifery students to work in rural areas by a qualitative study. It shows their motivations, exploring incentives. The results could be used by academics and policy makers, despite the field phase was completed in 2011.

It is a qualitative study focused on students. Previous papers had been published by the same author, but the focus was the professional.

Some aspects must be revised, in my opinion

- In page 7, lines 10 to 12, they describe the human development and say "...index of 0.77, relatively similar to Lima´s 0.87" !! It is not correct: I think the number has an error because it is not similar!

Answer: We agree with the reviewer. They are not similar HDI figures. We clarified this now (page 7, first paragraph).

- In setting, page 7 it could be interesting to know the population of Ica and Ayacucho to understand the posteriori results

Answer: Thanks for the suggestion. We have incorporated the population of both departments in Setting (page 7, first paragraph).

- In results, page 11 nor 16-18, there is no reference to the table 4, probably the most interesting, with results of motivations and incentive expressed by participants. there are no results by gender, for example in job expectation of medical students.

Answer: We added a paragraph (page 12, first paragraph), linking the results to Table 4, explaining that the table summarizes the intrinsic motivations and incentives to work in a rural area by career group, in terms of relevance expressed by participants. We also clarify that we expand in the next sections on the discourse that emerged through the individual and group sessions. In line with the qualitative nature of our study, we present all the results, including those of career choice and job expectations, specifying for each quotation the students´ origin and gender.

- Discussion, page 20 redaction problem lines 24 to 44: is difficult to know when is a study result and when it is an author´s opinion

Answer: We fixed this now.

- orthographic or typing problems: page 3 line 52; page 22, line 10;
Answer: We fixed them now.

- References disorder: page 7 line 44, there is no announced reference, 28??; page 16, line 27, the number 57 go further the 36 and in page 19 return to 37; page 19, lines 28 and 38, references go directly from 40 to 45;

Answer: We double checked all the references, to make them consistent with the text. We also ordered them carefully in the revised version.