07/08/2019

Dr Karen Scott

Editor

Focus on Health Professional Education

Sydney Medical School,

The University of Sydney

Australia

**RE**: Manuscript code 340: ***Words in action - examining clinical education documents and their influence on Professional identity development in allied health students during placement.***

Dear Dr Scott

Thank you for the comprehensive feedback provided by reviewers in relation to our manuscript.

We have reviewed and wish to resubmit our manuscript for FoHPE consideration.

I have uploaded a copy of the manuscript, which now incorporates revisions according to the comments from the 2 peer reviewers. Responses to specific comments are provided below. Many thanks also to the reviewers for the feedback that was provided. Changes have been made as a result which we believe has assisted in greatly improving the paper.

**Reviewer 1: Comments.**

Overall, I really liked this paper, its contribution to the literature  
around professional identify development in allied health professional  
education. I think the paper would be useful for universities, placement  
providers and educators to consider their input into how they specifically  
shape professional identity development through use of placement  
documentation.

The purpose of the paper needs more clarity, why have you chosen to explore  
placement documentation and its impact on professional identity development?  
Is there any literature to suggest they may have some influence or is this a  
hypothesis you have? Can you explain this more clearly? (Page 4.)

Lines 29-85. The Introduction and Aims sections have been revised to provide greater clarity about the place of documents in clinical education and identity development.

I understand this is part of a larger study but some clarity around why you  
have chosen to look at the documentation would be great.

The revised Introduction and Aims section now provide a greater focus on documents used in Clinical Education and their purpose in supporting placements. Lines 88-90 describe the overall study and places document review within the investigation of organisational influences in this study.

The background literature you have provided about professional identity  
development and placements is thorough.

Lines 29-85 provide a more concise summary of the literature this revision

Your research methods are appropriate but need to be explained in more  
detail and depth. Ideally your reader should be able to replicate your  
study, from your description this is not currently possible. See comments  
below.

Lines 111-115 provide information about deductive thematic analysis (Braun and Clark, 2006).

Lines 116-121 provide information about the document review methods used in this project.

The results and outcomes are very clear. I think there are important  
outcomes here for future practice, which you have highlighted. You have  
indicated clear limitations, which is great. You’ve also indicated the  
need to look at the student perspective, have you considered the CE  
perspective?

Lines 89-91 note that the overall project considers Clinical Educator perspectives within the views of Allied Health staff. An article detailing this component of the overall study has now been accepted for publication and referenced in this article.

Overall the paper is easy to read and is accessible to the reader. Check  
your formatting and indentation of paragraphs to ensure in line with APA6th  
conventions.

Reference formatting and indentation have been revised to ensure compliance with APA 6th conventions.

I have included specific comments below, they are in order of when they  
appear in the manuscript. I hope they are useful for you to develop a  
clearer paper.  Some are typographical or grammatical minor errors; other  
points are more about clarifying content to allow the reader to understand  
your position better.   
•       Page 2o        Line 32 error with reference Creuss 2017.

This refence is no longer included in the revised manuscript.

* Line 37-40 Is there a contradiction here? You mention prior to  
  commencement and then from commencement? If there isn’t a contradiction  
  can you clarify please what you mean?

The introduction and Aims sections have been revised. This revision has been made to ensure clarity for the reader that the study considers what factors during clinical placement influence professional identity development for allied health students. The contradiction the reviewers refer to arose in the previous draft outlining an overview of professional identity development from commencement of training and education. In this manuscript the literature review has been made more succinct. It focuses on the importance of clinical placements and the role of placement documents supporting students to enter workplace environments.

•       Page 3 line 59 Explaining what you mean by legitimate peripheral participation  
would be useful for the reader. How do Lave & Wenger define this?

Reference to legitimate peripheral participation has been removed in the revision of the manuscript. It was determined by the authors that referencing legitimate peripheral participation introduced a new theoretical concept and could cause potential confusion for readers. In this manuscript the literature review has been made more succinct. It focuses on the importance of clinical placements and the role of placement documents supporting students to enter workplace environments.

* Line 66 repetition of professional socialisation.

Reference to professional socialisation is shown in Line 64. Repetition has been removed.

•       Page 4 – See comment above about clarifying why you are exploring  
placement documentation.

Clarification about the use of documents in clinical education is now provided in the Introduction and Aims section. Line 83-86 explain the purpose in understanding the influence of documents.

Methods, design, data collection etc.   
•       Page 5       Line 108 Can you go into more depth about the qualitative approach? There  
are many qualitative design methods and it is not clear what approach you  
have taken. To enable replication of your study you need to give the reader  
enough depth to your description. The method and design need to match your  
question.

Line 80 The aim of this study is to examine what clinical education documents contribute to *thinking, acting and feeling* like a health professional. The method used to answer this question is document review and deductive thematic analysis. Concise details of how this has been done have now been included.

* Line 110 What are the steps taken in Braun & Clarke’s (2006) approach, again allow the reader to be able to replicate your study.

Lines 111-115 describes the steps taken in Braun and Clarke’s (2006) in this project

* Line 111 Can you describe in more depth what the review methodology is?

Lines 116-121 describe the document review methodology used in this project

Results  
•       Page 7       Line 153 put a determiner ‘the’ before author.

This has been rectified in Line 147

•       Page 9        Line 221 Start the sentence with a determiner ‘The language used…’

The sentence referred to by reviewers ‘The language used’ refers to the results section of previous manuscript which provided a descriptive overview of results. This section has been revised and results are now described using the deductive framework taken from Merton’s definition of Professional Identity. The results are reported under the headings: *Thinking* supported by learning opportunities, *Acting* supported by graded learning and service contribution and *Feeling* supported by connectedness in the workplace. In this revision of the manuscript specific mention of language used in clinical education documents is no longer given.

•       Page 13        Line 295 Use a determiner ‘The speech pathology orientation…’

This has been rectified in Line 233.

Discussion  
•       Page 14        Line 316- clarify existing literature about what- signpost to the reader.

Line 307 This has been clarified and refers to ‘existing clinical education literature’

•       Page 15        Line 345 Do you mean impacts patient care? Otherwise I am not sure this  
sentence makes sense?

This section has been re-written in the revision of the manuscript. Lines 324-335 now provide greater description of how clinical placement documents can facilitate student entry into the workplace and its culture. Reference to impacts on patient care have been removed.

* Line 348 either ‘a student’s feelings of belonging’ or ‘students’ feelings of belonging’

This use of ‘students’ has been consistently used throughout the manuscript.

* Line 349 Quote in italics

This section has been re-written in the revision of the manuscript. Line 309 -311 and Merton’s definition for professional identity has been paraphrased.

Conclusion  
•       Page 16- perhaps the views of the staff also need to be considered and  
examined as well as student views? Do they realise the language used in  
their documentation can impact student socialisation and professional  
identity development?

Lines 362-367 describe how this project fits within the overall project and notes plans to examine the experiences of students.

**Reviewer 2 comments**

This article provides an analysis of the content of documents, but in no  
way examines the influence of the document content on the development of  
professional identity in students undertaking clinical placement. The  
methods and results do not align to the title, purpose, or conclusions.

The title of this manuscript has been revised to more accurately describe the project. The revision of this manuscript has more clearly aligned the methods and results to the purpose and conclusions. In the methods section, a clear process of using an existing framework of professional identify (think, act and feel) to deductively analyse the documents have been highlighted. Through examination of existing documents we intended to explore specifically how they shape professional identity development through use of placement documentation.

There are grammar, sentence structure, typographical and in-text referencing  
errors throughout that are not at an acceptable standard.

These errors have been addressed in the revision of this manuscript.

The introduction is presented as individual statements with copious  
referencing but there is no flow or critical appraisal. The specific  
research question for the wider research is included, but not for this  
article.

The Introduction and Aims sections have been re-written to provide a more focussed exploration of the role of clinical education documents in support placement experiences and learning. The research question and purpose of this paper within the wider research project has now also been made clearer.

The author developed a review template for use however there is no inclusion  
of reliability and/or validity statements regarding that template, therefore  
it cannot be deemed as suitable for the basis of research analysis.

In the revision of this manuscript the document review template has been replaced with the deductive framework developed by the authors using the definition of Professional Identity by Merton (1957) ‘to think, feel and act like a health professional’. Lines 137-142 describe the deductive framework used for analysis of documents. Coding definitions developed by the authors for data analysis are shown in Table 2.

I was excited at the prospect of this paper and am bitterly disappointed  
that it does not deliver what the title and abstract state. The author did  
not analyse influence.

The influence of documents is described in results section under the headings of Thinking supported by learning opportunities, Acting supported by graded learning and service contribution and Feeling supported by connectedness in the workplace.

Please do not hesitate to contact me should you require any clarification of changes made in the revision of this manuscript. Thanks for you for the opportunity to resubmit this revised manuscript for review.

Yours sincerely

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