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OPEN PEER REVIEW

# Sequence Graphics to Impart Drawing Skills in an Upper Extremity Anatomy Course

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| SUBMITTED | REVISED | ACCEPTED | DOI |
| --- | --- | --- | --- |
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## About this report

This open peer review (OPR) report shows the public comments made on this article during peer review, by the reviewers, the associate editor and the editor-in-chief, for every revision round, together with the authors' replies. Comments appear only with the consent of the people who wrote them. Reviewers who chose to sign their report are named; the others are shown as "Referee". Comments are edited for language only, and confidential remarks to the editors are not included.

More about open peer review: brieflands.com/knowledgebase/opr

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## 1 Original submission

4 comments · 19 Sep 2021 – 11 Oct 2021

### Cyrus Jalili Reviewer

MAJOR REVISION 19 Sep 2021

1- In the title, it is recommended to use the phrase upper extremity anatomy course.
2- Keywords should be organized according to the MeSH system, and only 5 are recommended.
3- The introduction requires further elaboration according to the previous literature.
4- The discussion is not sufficiently developed, and the results are not compared with others' work.

### Referee 1 Reviewer

MINOR REVISION 28 Sep 2021

It is better to add the standard diagrams used in this article if the word count limitation of the article allows you to do so.

### Associate Editor

MINOR REVISION 11 Oct 2021

- Please state the study type for this pilot study.
- The method used to evaluate agreement between evaluators on students' diagram drawings should be stated.
- The reason for selecting 6 people should be mentioned.
- Please describe how you compared the 2 methods.

### Editor-in-Chief

MINOR REVISION 11 Oct 2021

- Please state the type of study in this pilot study.
- The method used to evaluate agreement between evaluators on students' drawings of diagrams should be stated.
- The reason for selecting 6 people should be mentioned.
- Please describe how you compared the 2 methods.

2

# Revision 1

AUTHORS' RESPONSE TO REVIEWERS

Authors' reply to reviewers

The next pages contain the authors' point-by-point reply to the comments of this revision round, as submitted with the revised manuscript. It is published as the authors wrote it.

Reply to the comments from reviewers

| Reviewers' Comments: | Reply |
|---|---|
| Reviewer 1: | |
| 1- In the title, it is recommended to write the upper extremity anatomy course | Upper extremity anatomy course<br>Is added in the title |
| 2- keywords should be organized according to MeSH system and only 5 of them is recommended | The new Keywords has only MeSH terms and only five are selected |
| 3- The introduction requires further elaboration according to the previous literature. | Text highlighted in Yellow – now elaborates more on previous literature.<br>Several new references added |
| 4-The discussion is not addressed sufficiently and the results are not compared with other's work. | Text highlighted in Yellow – now elaborates more on results. However, there are very few reports on the objective evaluation of the medical drawings.<br>Several new references added |
| Reviewer 2: | |
| It is better to add the standard diagrams used in this article if the word count limitation of the article allows you to do so. | Figure 1 has all the four reference diagrams used for sequence graphics |
| Associate Editor 1: | |
| - please write the type of study in this pilot study. | Quasi-experimental pilot study.<br>mentioned at the beginning of the methodology. |
| - The method of evaluation of agreement between evaluators on students drawing diagrams should be stated. | The videos and final images were carefully evaluated for the parameters by two evaluators. Average of the findings were considered for the final evaluation |
| - The reason for selecting 6 people should be mentioned. | These diagrams were selected as they had distinct core and accessory components. As the diagrams had more than four components to be represented by the students, these were designated as moderately complex diagrams. Experienced two other faculty of the department validated the selected diagrams before the drawing exercise. The diagrams selected were useful for understanding anatomical basis of specific clinical conditions. |
| - Please describe how did you compare the 2 methods. | Two methods were compared for the following parameters<br>During drawing the diagram<br>• Time taken to draw a diagram |

| | |
|---|---|
| | • Whether the students labelled the diagram before drawing the next diagram<br>• Whether students have written navigation marks for each diagram<br>• Which is the first component drawn and sequence in which it is added?<br>Evaluation of the diagram<br>• Whether the diagram is centred and symmetrical?<br>• Whether the core component is represented?<br>• Whether proper colours (black for the bone and outlines, red for arteries, blue for veins, yellow for the nerves, brown for the muscles and green for the tendons) used? |
| EIC Decision: | |
| - please write the type of study in this pilot study. | quasi-experimental pilot study |
| - The method of evaluation of agreement between evaluators on students drawing diagrams should be stated. | The videos and final images were carefully evaluated for the parameters by two evaluators. Average of the findings were considered for the final evaluation |
| - The reason for selecting 6 people should be mentioned. | This was a pilot study to evaluate the sequence graphics method.<br>The following explanation is from the discussion section<br><br>The authors intend to replicate the study with more participants. However, due to logistic issues, the parameters noted in this study, especially, time taken to draw the diagrams, representation of first, second and last elements of the diagrams, may not be replicated with large group of study subjects. |
| - Please describe how did you compare the 2 methods. | Two methods were compared for the following parameters<br>During drawing the diagram<br>• Time taken to draw a diagram<br>• Whether the students labelled the diagram before drawing the next diagram<br>• Whether students have written navigation marks for each |

| | |
|---|---|
| | diagram<br>• Which is the first component drawn and sequence in which it is added?<br>Evaluation of the diagram<br>• Whether the diagram is centred and symmetrical?<br>• Whether the core component is represented?<br>Whether proper colours (black for the bone and outlines, red for arteries, blue for veins, yellow for the nerves, brown for the muscles and green for the tendons) used? |

## 2 Revision 1

0 comments

*No public comments in this round.*