

ESPS PEER-REVIEW REPORT

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| CLASSIFICATION | LANGUAGE EVALUATION | SCIENTIFIC MISCONDUCT | CONCLUSION |
|---|--|--|--|
| <input type="checkbox"/> Grade A: Excellent | <input type="checkbox"/> Grade A: Priority publishing | Google Search: | <input type="checkbox"/> Accept |
| <input type="checkbox"/> Grade B: Very good | <input type="checkbox"/> Grade B: Minor language polishing | <input type="checkbox"/> The same title | <input type="checkbox"/> High priority for publication |
| <input type="checkbox"/> Grade C: Good | <input type="checkbox"/> Grade C: A great deal of language polishing | <input type="checkbox"/> Duplicate publication | <input type="checkbox"/> Rejection |
| <input type="checkbox"/> Grade D: Fair | <input type="checkbox"/> Grade D: Rejected | <input type="checkbox"/> Plagiarism | <input type="checkbox"/> Minor revision |
| <input type="checkbox"/> Grade E: Poor | | <input type="checkbox"/> No | <input type="checkbox"/> Major revision |
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| | | <input type="checkbox"/> No | |

COMMENTS TO AUTHORS

I thought this was a nice synopsis of education practices for critical care (or really any medical training). The reasoning for why it was necessary to look closely at this area of interest was nicely outlined and led easily into the tools available. As an educator I would seek an article, such as this one, to learn about the strategies available. I would use this article to improve upon my skills as an educator and as a resource to evaluate a program. It helps outline which tools are being used currently. It is a nice review and would act as a resource for educators, especially for someone not as familiar with education approaches and looking for guidance. A few suggestions I had are regarding the section on In-situ Team based Training. This section seemed a bit long, and was about a page longer than the other sections. I think it could be trimmed down a bit. I would suggest taking out the paragraph about using simulation to test for latent system errors. This relates more to use for quality improvement and safety rather than education. And the other paragraphs could also be shortened. My concern is that the review might be biasing toward simulation training and less globally about education practices. I also am not sure the authors touch much on use of technology



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outside of simulation. In the “smartphone” era, I would be curious if there are “Apps” available to use as education tools or to somehow track an individual’s learning. There may be no studies available but this would be important to note. Perhaps put in future directions or the conclusions sections.