**Title: Professional ethics training for nursing students using games for ethics education**

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**Review comments**

**Reviewer 1**

1. Title can be modified as impact or effect of teaching ethics through games on moral sensitivity as that seems the major objective
2. Not sure if measuring moral sensitivity using a moral sensitivity questionnaire is same as Professional ethics as professional ethics seems as one of the components of the questionnaire used. As described by the authors the questionnaire has other dimensions such as communication skills, professional knowledge etc. so not just ethics.
3. To check grammatical/ spelling errors
4. All tables need to be modified to add S.no, Variable and p value in the last column (check with conventional journal articles)
5. Fig 1 does not reflect the objective of the study. What is the rationale for showing a trend in the moral satisfaction over a 17-week period?

**Reviewer 2**

Useful article when assessed by the criteria given in the IJME website, but authors would need to rework the article based on the comments given below

1. Discussion on results needs more elaboration on positive aspects; shortcomings of the study should form a separate paragraph.
2. No significant discussion to show the effects of training in hands-on care- of nursing students, that is- how the positive impact helped them in bedside care. It is evident that the academic impact of the intervention is assessed using accepted methods while the impact in ‘actual’ nursing care is ambiguous. This limitation seems to arise from the fact that the post-intervention period to assess the impact on hands-on care is inadequate. And this and the plan to rework the entire project based on feedback need to be mentioned more clearly.
3. Time period of the study should be given in the section on design of the training itself and need to mention the rationale of the selection of the time period. Time period mentioned is January 2016 to May 2017 and in conclusion it says one semester.
4. Also no mention as to whether the teachers and students were aware of the specificities of cultural context. A discussion on whether the western theories were modified depending on the context and if not, the authors’ take on it.
5. It is also not clear whether the Iranian education/research has any institutionalized ethics programmes and if it exists, how that is already in practice there. What is mentioned is a general state in most of the non-western educational institutions all over the world.
6. It is not clear whether the training projects was assessed by any external member other than the teachers. What is the role of the researchers? Are they part of the teaching faculty? External observers? Participant observers? Not clear.
7. Not clear: language used in nursing education in Iran and also in this training project using games; whether adequate consideration was granted while adaptation to Iranian culture was made for the western tools and techniques.
8. Tables and figure need better standardized presentation to readers who are not social psychologists.
9. While it is mentioned that the content of the course material was shared by teachers through social media, was it available for the public? What was the medium? More clarity is needed on the mode and process of sharing.
10. Keywords to be reassessed.
11. Title needs to reflect the nature of the study like the specific locale-Iran.
12. No mention whether a ‘ready- to-use’ guide leaflet for patient care may be evolved from such an experiment which goes beyond academic use.
13. Restructuring of the article-like introduction of sample comes much before when the division of the class as groups is mentioned; it comes in the result section now.
14. Introduction, discussion on results and conclusion and presentation of tables and figures need to be restructured in order to make sure that a smooth flow of the entire ideas is ensured.
15. Usual editorial tasks for grammar, clarity of sentences and ideas are considered indispensable.