

Reviewer-1

Title changed.

The student papers were not specific to rural populations. This could become a part of this final assignment, but it was just mentioned in terms of integrating more learning opportunities to prepare the students for the final assignment.

Great point. I was feeling this way about the themes as well. I shortened the Guidelines section a bit and focused on CSWE EPAS competencies 2 and 3 (which are briefly explained) and the course learning objectives. I renamed the themes (but still linked them to the coding categories related to history, social issues, and micro, mezzo and macro interventions. I also added some wording about students not being taught specific skills – it's about identifying how to intervene (or implications for practice) at each level of practice . I also added a paragraph on limitations (not sure how I missed doing that?). I also ensured our narrative consistently uses “LGBTQIA+” except when quoting student papers.

Reviewer -2

The abstract was reworded to address these suggestions. “to identify teaching gaps.” the acronym is now spelled out and that the data was qualitatively analysed.

I added clearer language on themes and what was missing (I revised the results section so this better informed the abstract language). The abstract language was updated to hopefully be clearer on this point. FYI, the two main competencies relevant to the diversity course are identified and briefly explained under Guidelines section (which was revised) and are more clearly integrated into the Discussion which should make the Recommendations clearer. I added a statement about the potential impact of this study.

Yes, more quotes and revised themes hopefully enrich the results section. There is a dearth of qualitative studies on this topic, especially with undergraduate students. I did find and one more (recent) reference relevant to teaching diversity