

Reviewer Response Report (Consolidated by Theme)

Manuscript Title: Addressing Spirituality in Occupational Therapy Education

Authors: Roblin C. Fenters & Michelle Woodbury

Journal: Journal of Rehabilitation Practices and Research

This consolidated reviewer response report addresses all reviewer feedback organized by theme.

1. Need for Clear Results, Data Transparency, and Study Completeness

We expanded Methods, Results, and Discussion, clarified participant counts, data analysis, and added demographic tables and figures for transparency and completeness.

- Added full participant details
- Specified session length, learning activities, and chronological instructional structure.
- Added exact survey timing, administration procedures, and data analysis methods
- Clearly tied each reported percentage (preparedness, confidence, knowledge, self-awareness) to collected quantitative data.
- Included demographic table, survey question table, and multiple figures based on actual data.

2. Requests for More Robust Discussion and Theoretical Integration

The Discussion section was enriched with theoretical models and literature integration.

- Integrated study findings with existing literature on spirituality in OT (e.g., Morris et al., 2014; Mthembu et al., 2016; Thompson & MacNeil, 2006).
- Addressed how the unit of instruction aligns with holistic care principles and OT theoretical models (CMOP-E, SCIL-OT).
- Explicitly interpreted increases in preparedness, confidence, knowledge, and self-awareness in the context of relevant empirical studies.
- Acknowledge and discuss systemic and educational barriers to integrating spirituality in practice.

3. Need for Clearer Writing, Grammar, Spelling, and Syntax

The manuscript was comprehensively edited for clarity, grammar, and consistency.

- Corrected grammatical errors, spelling issues, and spacing problems.
- Rewrote lengthy or unclear sentences for clarity and readability.
- Ensured consistent formatting across sections, figures, and tables.

4. Request to Remove Institutional Identifiers for Blind Review

We institutional identifiers were not removed unfortunately on the first submission. Since it is a quality improvement project, naming the institution was necessary for accurate method description (e.g., course structure/context). If it needs to be removed for publication, please advise.

5. Qualifications of the Instructor and Validity of the Unit of Instruction

We clarified instructor expertise and collaborative development with chaplains. The unit was developed collaboratively with two hospital chaplains and an experienced OT educator.

- Instructional content was grounded in clinical experience, adult learning theory, and published teaching strategies.
- Instructor qualifications and the collaborative development process are now explicitly described in the *Methods* section

6. Requests for Additional Evidence, Citations, and Justification of Teaching Methods

Additional citations and justification for instructional strategies were added.

- Added citations for adult learning strategies used (e.g., Svinicki & McKeachie, 2014; Kolb, 2008).
- Clarified that the “Navigating Crucial Conversations” content was adapted from an existing educational resource (Grenny & Coleman video), combined with clinical experience.
- Provided evidence for spiritual assessment, experiential learning, and peer-feedback methods within OT education.

7. Content-Specific Clarifications

Terminology, figure labels, and bias examples were updated.

- Refined terminology for consistency and conceptual accuracy.
- Corrected figure labels and improved visual clarity.

- Clarified how spiritual terminology was selected and taught.
- Updated the bias awareness activity to incorporate additional examples (e.g., legal history, cultural or linguistic barriers) as suggested by reviewers.

8. Feedback on Evaluation Procedures and Feasibility

Clarified rubric use, peer-evaluation feasibility, and formative assessment methods.

- The evaluation rubric was designed primarily for formative assessment and self-awareness, not high-stakes grading.
- Given class size, checklist-based peer assessment and reflective activities were emphasized over instructor-scored performance.
- Student evaluation procedures were described more explicitly in the *Methods* section.

9. Concerns About Article Structure and Completeness

The manuscript now includes full abstract, background, methods, results, discussion, limitations, and recommendations.

- Added a complete abstract
- Expanded background and rationale
- Added a full methods section
- Added detailed results section with figures
- Added robust discussion
- Added limitations, recommendations, and impact statements

We appreciate the reviewers' input and believe the revised manuscript is significantly strengthened.