**Author's response to reviews**

**Title:** Integrated Problem-Based Learning in the Neuroscience Curriculum- The SUNY Downstate Experience

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Major Compulsory Revisions

1. The implications of large group size is discussed in the context of the role of expert mentors in affecting the dynamics of managing student groups while promoting individual participation.

2. In order to convey to the reader what actually occurred in the PBL sessions additions were made in the Method section explaining how the students were orientated with additional anecdotes about a simulated case.

3. The chi-square test was performed independently on all questionairre items and the implications on results is presented in the Results section.

Discretionary revisions.

I followed the advise of Dr. Albanese in reading Barrow’s original book on implementing PBL. The manuscript now includes Barrow’s core elements of PBL and how and why it was modified in our curriculum.

2. Attention is given to the definition of expertise regarding mentors and how it appeared to impact on the PBL process.