

Peer Review

Review of: "Medical Education Gone Viral During the COVID-19 Pandemic"

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The subject presented in this manuscript is interesting and highly relevant in current times, especially after the COVID-19 pandemic. Here are some recommendations that I feel would improve the quality of the manuscript:

- The manuscript should be structured to respect traditional writing norms (Introduction, Materials and Methods, Results, Discussion, Conclusions). The current form of the manuscript does not have a clear distinction between these parts, so the use of headings and subheadings would be beneficial.
- A better description of the participants would be needed (in which year are they, when did they start university, a flowchart to draw out better inclusion and exclusion criteria, why only interview residents and not medical students when a lot of arguments are expressed about medical students).
- Has there been any GDPR form or ethical agreement with the participants? With no ethical agreement, the results of the study might get contested.
- No statistical tool is invoked. With it being a pilot study, its purpose is to test a method to see if it could lead to a study on a larger scale. In the current form of the manuscript, no statistical method is used to compare groups and test resilience and vulnerability. A better statistical analysis is needed as well; with no figures or tables being shown, there is no mention of the statistical relevance of these results.
- The introduction should include more citations and better paint the current state of medical teaching post-pandemic and even before it.
- From the way it is written, it seems that the manuscript is much more similar to a review, not an original study, with it analyzing others' results rather than the author's findings. A clear definition of the purpose of the study might solve this.
- To improve the manuscript's statistical importance, an idea would be to interview students who had to attend medical school during both the pandemic and non-pandemic times and compare their

responses regarding the quality of teaching, mental health problems, etc.

- A correlation between mental health aspects and other important subjects, such as academic performance, social interactions, etc., is necessary to prove the impact of the pandemic on students' day-to-day interactions.
- Why have non-approved diagnostic tools been used when some tools are generally accepted, as stated in the manuscript? Besides that, what did the diagnostic tools used consist of? Has it been developed? What were the outcomes of the supportive therapy sessions for the participants who have undergone them?

Declarations

Potential competing interests: No potential competing interests to declare.