Reviewer’s report

Title: NUTRITION AND CULINARY IN THE KITCHEN PROGRAM: A RANDOMIZED CONTROLLED INTERVENTION TO PROMOTE COOKING SKILLS AND HEALTHY EATING IN UNIVERSITY STUDENTS-STUDY PROTOCOL

Version: 0 Date: 18 Jul 2017

Reviewer: stephanie bostic

Reviewer’s report:

This is an article of particular interest to those working with cooking-based interventions as well as those interested in nutrition education for young adults. The adaptation of an existing curriculum to another notably different cultural context (country, language, cuisine) was a unique aspect, previously not published in other work in this field. This work would offer interesting contributions to the field, particularly given the relatively long-post intervention follow-up period.

Specific comments:

Line 73: There is contrasting literature that suggests weight gain may be due to maturation/social responsibilities, rather than university attendance (aka non-university students gain similar amounts of weight). One example is by Baum, C. (2017). Demography. "The Effects of College on Weight: Examining the "Freshman 15" Myth and Other Effects of College Over the Life Cycle".

Line 80: "possible decline" of cooking skills--this has not been sufficiently tracked to be established. Changes in time use are more well-established, as are food purchasing habits, or the prevalence of cooking lessons within secondary education. However, claiming large shifts in skills is questionable given historical gender divisions in classes, for example. I believe Lyons (?) published an intergenerational comparison of women showing negligible change in Scotland.

Line 103: spell out "US"

Line 138: Nice list identifying changes to the CWC program.

Line 124: Specify the type of validation of the instrument.


Line 174: Specify why theoretical foundations are important.

Line 175-177: Awkward—rephrase to clarify.
Line 178-181: Rephrase—these are awkward and unclear.

Line 181-183: 1) Specify why practice is necessary; 2) tie clearly to the theory/effective use of behavior; 3) provide some details in terms of what learned behaviors are practiced in NCK classes (i.e. knife skills of slicing, dicing, etc for about 20 minutes in class 1). This could be added to a table or just a few examples inserted.

Line 202: Great to see a study with a six-month follow up period!

Line 231: Ensure the program citation meets journal standards.

Line 240-242: Wordy and awkward—rewrite and streamline.

Line 246: Consider a flow chart to describe recruitment/selection if space allows.

Line 270: What is a "business location"? Describe more specifically as a supermarket, grocery store, district of specialty shops, open air market, etc.

Line 290: "additional criteria" are important—list all.

Line 313: This is a high staff:student ratio. It may be worth discussing later in terms of the replicability of the curriculum.

Line 340: Nice detail on the thorough translation process.

Line 433: Describe setting (home kitchen) earlier instead of introducing in the discussion.

Line 446: Describe use of tablets earlier.

Discussion comments: Generally, it would be more helpful to the reader if the most important strengths and limitations were selected and discussed with more depth. The current discussion is a little scattered, with everything but the kitchen sink.

Final comments: This is an interesting article with a nice selection of references key to the subject area. However, it needs revision and careful proofreading prior to re-submission as there are also a number of minor grammatical errors.

**Level of interest**

Please indicate how interesting you found the manuscript:

An article whose findings are important to those with closely related research interests

**Quality of written English**

Please indicate the quality of language in the manuscript:

Needs some language corrections before being published
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