

Review of: "How Competent are Health Professionals in Delivering Nutrition Education? A Cross-Sectional Study in Ebonyi State, Nigeria"

Mohammadreza Askari¹

¹ Tehran University of Medical Sciences

Potential competing interests: No potential competing interests to declare.

In summary, while the study provides valuable insights into health professionals' competencies in nutrition education, addressing the outlined points will strengthen the article's clarity, depth, and overall impact. The methods section is generally well-structured, but providing additional details on certain aspects will enhance the transparency and robustness of the study methodology.

Introduction:

1. The introduction is informative but a bit lengthy. Consider condensing certain sections for improved readability. Ensure that each sentence contributes directly to the overall message. As an example, There is some repetition of the importance of nutrition and the role of health professionals. Streamline the content to avoid redundancy and maintain a focused narrative.
2. While the impact of globalization on diet and lifestyle is mentioned, it could benefit from more specific examples or statistics to strengthen the argument and highlight the urgency of addressing nutrition education.
4. Conduct a thorough proofreading to eliminate grammatical errors and ensure the clarity of expressions.

Method:

1. While the study mentions the sample size determination using the Cochran formula, provide a clearer justification for the chosen parameters (type 1 error, tolerable margin of error, non-response rate, and proportion from a previous study). Explain why these specific values were selected to enhance transparency in the research process.
2. The multistage sampling technique is appropriately described. However, consider providing a concise rationale for choosing this technique over others, emphasizing how it ensures representative samples and strengthens the study's validity.
3. Provide more details on how missing or incomplete data were handled during data management.
4. Clearly define the criteria used to determine good knowledge, perception, and practice in nutrition education. Specify

why the cutoff of 50% was chosen, and justify its appropriateness in the context of health professionals.

5. While the ethical considerations are briefly mentioned, provide more details on how informed consent was obtained from respondents, particularly addressing any potential risks or benefits associated with participation in the study.

Results:

1. The knowledge assessment is adequately presented in Table 2. However, it would be beneficial to discuss the significance of the low percentage of respondents with good knowledge (7.4%). Are there implications for patient care or public health that arise from this finding?

2. Ensure consistency in the use of statistical language throughout the article. For example, consider replacing "AOR" with "adjusted odds ratio" upon first use to enhance clarity for readers who may not be familiar with the abbreviation.

Conclusion:

1. The reasons for the low knowledge levels among health professionals are listed but not thoroughly explored. Each potential reason could be expanded into its own paragraph, providing a more in-depth understanding of the contributing factors.

2. Explicitly discuss the practical implications of having health professionals with low competency in nutrition education. Connect this to potential impacts on patient care, health promotion efforts, and the overall healthcare system.

Usage of Information Leaflets and Tools:

3. The study mentions that health professionals did not use information leaflets or pictures to relay nutritional messages. Provide insights into why these tools are underutilized and suggest potential solutions or interventions to enhance their integration into practice.

4. The conclusion could be strengthened by summarizing the key findings and their practical implications more explicitly. Discuss potential interventions or strategies to address the identified gaps in health professionals' competencies.