

Peer Review Report

Review Report on Drawing on adolescent psychology to achieve tobacco-free generations

Policy Brief, Public Health Rev

Reviewer: Martina Paric

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EVALUATION

Q 1 What are the main findings and conclusions reported in this manuscript?

To achieve a tobacco-free generation, it is not enough to have minimum age laws. In fact evidence shows these laws work detrimental. Rather alternative policies like the Tobacco-Free Generation policy (TFG) - confining vendors' customers to those born prior to a suitable cut-off date, should be considered.

Q 2 Please highlight the limitations and advantages.

None were discussed.

Q 3 Are there objective errors or fundamental flaws? If yes, please detail your concerns.

Requires some restructuring, please view detailed report below.

Q 4 Check List

Is the English language of sufficient quality?

Yes.

Does the manuscript provide an appropriate context for a non-technical audience?

Yes.

Does the manuscript use language that can be understood by a non-technical audience?

Yes.

Is the quality of figures and/or tables satisfactory?

Yes.

Is the evidence presented appropriate, sound and objective?

Yes.

Are the action points provided based on the evidence?

Yes.

Are the action points provided reasonable and feasible?

Yes.

Are there any ethical issues with the recommendations provided?

No.

Q 5 Please provide your detailed review report to the editor and authors (including any comments on the Q4 Check List):

Consider rewriting the abstract, it is not to the point and a little confusing, it was the "contributions to the field" part that made it clear what you were doing. Please write out abbreviations in full the first time, e.g. EU should be European Union (EU). The formatting is also not flawless (e.g. New evidence about adolescent behaviour → - provided by striking research).

Line 6: make sure to write (EU) after European Union, so it makes sense to use this abbreviation later in line 38.

Line 6&7 provide a direct quote from a source, but do not mention a page number. Please add the page number.

Transition between line 10 & 11 is too abrupt. Suggested improvement would be to add a definition of a "tobacco free generation" or some numbers/evidence to identify that adolescent behaviour is central in achieving this. Then it makes more sense to use a study like this systematic literature review on youth reaction to US motorcycle helmet laws as inspiration for change.

Line 11: you use the abbreviation US for the first time here, please write it out in full. Additionally, make sure it is consistent, later in the paper you write it as U.S.

Line 16: it is unclear what you mean with "whole-of-lifetime law".

Line 18: you use a direct quote here, please provide reference including page number.

Line 24: please provide a reference for the first sentence.

Line 29: Ideally you would provide a reference here as well, but it is less important.

Line 31: what is the T21 debate?

Line 50: Use of direct quote requires a page number. Please also replace the full stop with a comma, because the sentence continues, it does not end with the quote.

Line 53: Use of direct quote requires a page number, same for line 55 & 62.

Line 62: Please also replace the full stop with a comma, because the sentence continues, it does not end with the quote.

Line 63: rephrase "the study" to "this study".

Line 64: you state "the study may have applicability to other domains of health and safety" and provide two references, but it would be much stronger to provide examples and reference the examples, than to make such a blank statement. The reader is left wondering, what domains?

Line 6 to 65: Consider rewriting some parts of this introduction to build a stronger argument. You provide a little information at the beginning (25% of the EU population uses tobacco, goal is 5%) and a little information at the end (cigarettes kill more people than...), but it would be stronger to start with some statistics that outline the problem, a definition of this tobacco free generation. Then it makes sense to build an argument on why to focus on adolescents, and naturally move towards this suggestion to learn from laws in other policy areas, supported by the reference to the systematic review. Then you can pull it back towards the aim of your study and provide the wider implications.

Line 90 - 95: make sure to add page numbers to your direct quotes, same for line 104.

Line 121: consider explaining in a sentence what reactance theory is, also if possible, provide page numbers for the direct quotes that follow.

Line 129 – 147: if possible, please specify page numbers for the direct quotes that were used.

Line 151: The following sentence “We consider below further measures designed towards ultimate elimination rather than reduction of extent or impact” seems to be the crux of your policy brief, consider writing a similar sentence at the end of your introduction.

Line 152: consider adding after this sentence a short explanation that the following paragraphs are already the various measures available, you use italics I line 155 & 161, and in line 167 you use a new heading in bold after which you have more use of italics, but this formatting is unclear and does not prepare the reader well to delve into the various measures.

Line 155: The following sentence is unclear: “Insofar as they are localized, they allow denied addicts to purchase in a nearby locality.” What do you mean with denied addicts? That addicts are denied to purchase cigarettes in their own locale, but they are allowed to purchase cigarettes away from their own locale? If that is what you mean, consider rephrasing the sentence to make it more clear.

Line 159: Use of direct quote requires a page number.

Line 154: here you state that addictiveness to nicotine can be “modified with respect to both space and time”, from this we can understand that “local sales bans” are about ‘space’, but it is unclear how “Sale of low-nicotine cigarettes only” is a about ‘time’. Please rephrase in line 154 by deleting this claim, or add in line 161 an explanation concerning time.

Line 161: It is unclear why you are referencing “Sale of low-nicotine cigarettes only” as this short sentence does not really give a lot of information, it would make more sense to place this reference in the next sentence.

Line 167: Why do you differentiate measures aimed to restrict sales from other measures? Why are these started with a bold heading? What where the previous two measures then? Should the previous measures also been started with a title heading in bold to make it more uniform?

Line 168: Consider moving the reference from “sinking lid” to the sentence that follows.

Line 170 – 173: consider shortening this sentence: “Unfortunately, because of the tendency for addicted individuals to postpone and/or fail at quitting, the law risks becoming increasingly controversial as it approaches its climax a decade or so hence; consequently it is vulnerable to political reversal at that time.” Making two shorter sentences will allow you to better communicate the point. The construct ‘hence’ followed by ‘consequently’ is confusing. The use of “or so” is colloquial.

Line 176: please provide a reference here.

Line 180: Why did you not use a heading in bold here, e.g. “measures concerning consumers or vendors”?

Line 181: Consider moving the reference from “licensing” to the sentence that follows.

Line 185: please provide a reference here.

Line 187: please provide a reference here.

Line 192: Consider moving the references from “tobacco free generation” to the sentence that follows.

Line 193: here you provide a definition of a ‘tobacco free generation’ consider providing this earlier in the introduction, as it is unclear there what exactly it is.

Line 194 – 197: Why is this sentence under parentheses? It offers a deeper explanation on how the law would be applied in Europe, and therefore adds to the explanation, there is no need to have it under parentheses.

Line 209: Why is TFG being used as an abbreviation, when you only give it in line 192, but not in the introduction (e.g. line 6, line 9)? This is an issue of consistency, either use the abbreviation form the start, or avoid using it.

Line 209 – 212: Can you provide a little more information on the “theoretically predicted” evidence concerning bans to reach eradication of certain behaviours? You have established a link using the reaction to US motorcycle helmet laws which show that whole-of-lifetime laws (for lack of better phrasing) are more likely to have a lasting effect, theorising that similar type laws would translate well to tobacco control. But, it would make this claim stronger to provide an example of this “theoretical prediction”, e.g. are we talking about the 7 years you mentioned earlier (line 196)? How many years would it theoretically take? How much faster could it potentially be?

QUALITY ASSESSMENT

Q 6	Originality	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q 7	Rigor	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 8	Significance to the field	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Q 9	Interest to a general audience	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Q 10	Quality of the writing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 11	Overall quality of the study	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REVISION LEVEL

Q 12 Please take a decision based on your comments:

Major revisions.