

## ANNEX A

TABLE A-1 Literature Review Summary, Table 1

Article	Name and Location of School	Name of Program	Type of Community and Location	Duration of Training	Obligatory/ Elective, Student Program	Student Makeup (level, number of students)	Frameworks (theoretical and pedagogical)	Notes
Art et al, 2008	Ghent University. Ghent, Belgium	Community Oriented Primary Care (COPC) week	Six deprived neighborhoods. Local	Training, total: 4 days  Community Learning (CL) section: 3 days	Obligatory for the medical students, elective for the other students; Medicine, Social Welfare, Social Work	Level: Medicine: 3rd year bachelor students ; Social Welfare / Social Work : 2nd year Master students  Number: All students of the 3rd bach medical school (between 102 and 172 students/year) + students from the master Social Welfare + Social work (between 25 and 46/year)	Theoretical Framework (TF): Community-Oriented Primary Care; social responsiveness  Pedagogical Framework (PF): Inderdisciplinary learning; community-oriented learning	Reflection: INA  Goals Oriented toward SDH :2  Type of Research: Mixed

Article	Name and Location of School	Name of Program	Type of Community and Location	Duration of Training	Obligatory/ Elective, Student Program	Student Makeup (level, number of students)	Frameworks (theoretical and pedagogical)	Notes
Bakshi et al., 2015	Icahn School of Medicine at Mount Sinai. New York, NY (U.S.)	Human Rights and Social Justice Scholars Program (HRSJSP)	Underserved communities. Local.	Training, total: INA  CL section: INA	Elective + extra-curricular (student selection); Medicine.	Level: 1st year students.  Number: 10 to 12 students (selected after written application)	TF: Human rights; social justice  PF: Collaborative, longitudinal policy and advocacy service projects	Reflection: INA  Goals Oriented toward SDH: 3  Type of Research: Qual
Bell and Buelow, 2014	Armstrong State University. Savannah, GA (U.S.)	Interprofessional patient advocacy course	5 safety-net health and social service centers in neighborhoods with more than 70% extreme poverty. Local.	Training, total: 1 semester  CL section: 3 hrs/week during 1 semester	Elective; Nursing + other health professions.	Level: From sophomore to senior students.  Number: 15 to 20 students.	TF: Patient advocacy  PF: Service learning	Reflection: yes  Goals Oriented toward SDH: 2  Type of Research: NS

Article	Name and Location of School	Name of Program	Type of Community and Location	Duration of Training	Obligatory/ Elective, Student Program	Student Makeup (level, number of students)	Frameworks (theoretical and pedagogical)	Notes
Brown et al., 2007	University of Cincinnati, College of Pharmacy. Cincinnati, OH (U.S.)	Longitudinal Patient Care	A community pharmacy for patients who “fall through the cracks of the healthcare system.” Local.	Training, total: 20 to 60 hrs  CL section: 20 to 60 hrs	Elective; Pharmacy.	Level: 1st year students.  Number: 33 students (over 6 semesters)	TF: INA  PF: Service learning	Reflection: yes  Goals Oriented toward SDH: 2  Type of Research: Mixed
Bussey-Jones et al., 2014	Emory University, School of Medicine. Atlanta, GA (U.S.)	Welcome to the neighborhood	INA. INA.	Training, total: INA  CL section: INA	Elective; Medicine.	Level: Undergraduate students.  Number NA	TF: Community/public service; advocacy  PF: Experiential learning	Reflection: yes  Goals Oriented toward SDH: 3  Type of Research: Mixed

Article	Name and Location of School	Name of Program	Type of Community and Location	Duration of Training	Obligatory/ Elective, Student Program	Student Makeup (level, number of students)	Frameworks (theoretical and pedagogical)	Notes
Clithero et al., 2013	University of New Mexico . Albuquerque, NM (U.S.)	Summer practicum	Rural community. Local.	Training, total: 3 months (8 wks preparatory spring curriculum + 1 month summer practicum)  CL section: 1 month	Obligatory; Medicine.	Level: Under-graduate (2nd year) students.  Number: 1 to 21 students per year (60 in total over 3 years)	TF: Public health  PF: Service learning / Vygotsky's historical sociocultural approach / small group problem based tutorials / self-reflective metacognitive narrative writing / professional identity development through shadowing.	Reflection: yes  Goals Oriented toward SDH: 1  Type of Research: Quant
De Los Santos et al., 2014	Florida International University (collaboration of different colleges). Florida, U.S.	Green Family Foundation Neighborhood HELP (Health Education Learning Program)	Deprived neighborhoods with high number of coloured residents. Local.	Training, total: INA  CL section: limited information: household visits (at least quarterly) and follow-up over 4 years	INA; Medicine, Nursing, Social Work and Law.	Level NA.  Number: 165 medical students, 322 undergrad. nurses, 80 NPs, 30 law students (from 2010 till 2012)	TF: INA  PF: Service learning; IPE; Longitudinal education	Reflection: yes  Goals Oriented toward SDH: 3  Type of Research: No

Article	Name and Location of School	Name of Program	Type of Community and Location	Duration of Training	Obligatory/ Elective, Student Program	Student Makeup (level, number of students)	Frameworks (theoretical and pedagogical)	Notes
Dharamsi et al., 2010	University of British Columbia. Vancouver, Canada	Doctor/dentist, Patient and Society	Different community partners representing a particular segment of vulnerable population groups. Local.	Training, total: 2 years CL section: 2 years (intensity: INA)	Obligatory course with CSL as an option; Dentistry.	Level: Under-graduate students. Number: 36 students	TF: Social responsibility; social justice PF: Community service learning (CSL)	Reflection: yes Goals Oriented toward SDH: 3 Type of Research: Mixed
Dharamsi et al., 2010	University of British Columbia. Vancouver, Canada	Doctor/dentist, Patient and Society	INA. Kampala, Uganda and Dhaka, Bangladesh.	Training, total: 2 years CL section: 8 wks	Obligatory course with an intl CSL as an option; Medicine.	Level: Under-graduate students. Number: 3 students.	TF: Health advocate role, social accountability PF: International service learning (ISL)	Reflection: yes Goals Oriented toward SDH: 2 Type of Research: Qual

Article	Name and Location of School	Name of Program	Type of Community and Location	Duration of Training	Obligatory/ Elective, Student Program	Student Makeup (level, number of students)	Frameworks (theoretical and pedagogical)	Notes
Ezeonwu et al., 2014	University of Washington Bothell, WA (U.S.)	Partnership in Community Health	Low income neighborhood. Local.	Training, total: 10 wks, 4.3 hrs/week  CL section: 5 wks, 4.3 hrs/week	INA; Nursing.	Level: RN - BSN students.  Number NA	TF: Community-as-partner model; SDH  PF: Community-based learning; Service learning	Reflection: yes  Goals Oriented toward SDH: 1  Type of Research: NS
Feen-Calligan, 2008	Wayne State University, Detroit, MI (U.S.)	INA	Children in a homeless shelter Local.	Training, total: INA, visits to the shelter are part of the art therapy internship  CL section: 1 to 3 visits to the shelter	Obligatory; Art therapy.	Level NA.  Number: 10 students	TF: Personal awareness; social responsibility  PF: Service learning	Reflection: yes  Goals Oriented toward SDH: 1  Type of Research: Qual?

Article	Name and Location of School	Name of Program	Type of Community and Location	Duration of Training	Obligatory/ Elective, Student Program	Student Makeup (level, number of students)	Frameworks (theoretical and pedagogical)	Notes
Ierardi and Goldberg, 2014	Collaboration between 5 academic centres in Philadelphia: Drexel University, Philadelphia College of Osteopathic Medicine, Temple University, Thomas Jeferson Medical College, University of Pennsylvania. Philadelphia, PA (U.S.)	Bridging the Gaps (BTG)	Different settings: inner-city day camps, homeless or domestic violence shelters, community health centres, programs towards gay, lesbian and transgender youth, ... Local.	Training, total: 7 wks summer program  CL section: 4 days/week during 7 wks	Extra-curricular summer program; Medicine, Public health, Dentistry, Pharmacy, Social work, Creative arts therapies, Occupational and physical therapy, Law.	Level: Graduate students.  Number: Over 4,000 students in the last years	TF: Inter-professionalism  PF: Community health service learning; Interprofessional learning	Reflection: yes  Goals Oriented toward SDH: 2  Type of Research: Qual

Article	Name and Location of School	Name of Program	Type of Community and Location	Duration of Training	Obligatory/ Elective, Student Program	Student Makeup (level, number of students)	Frameworks (theoretical and pedagogical)	Notes
Jarrell et al., 2014	Arizona State University. Arizona, U.S.	INA	Homeless shelter and a low-income independent housing setting. INA.	Training, total: 15 wks, 1 day/week  CL section: 15 wks, 1 day/week	Elective; Nursing.	Level: Senior students.  Number: 40 students selected from the 170 students enrolled in the community/public health course	TF: Attitudes about poverty; justice  PF: Service learning	Reflection: yes  Goals Oriented toward SDH: 1  Type of Research: Quant
Kassam et al., 2013	University of British Columbia, School of Pharmacy. Vancouver, Canada	INA	Aids support organisation providing care to HIV/aids patients. Mbale, Uganda.	Training, total: over 6 to 9 months  CL section: 6 wks ( $\pm$ every day)	Elective (selected students); Pharmacy.	Level: Under-graduate students.  Number: 3 students (selected after written application)	TF: Cultural competency  PF: International Service learning; Community engagement	Reflection: yes  Goals Oriented toward SDH: 3  Type of Research: Qual



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Kelly, 2013	University of Arkansas for Medical Sciences, Arkansas, U.S.	INA	3 projects: children not going to kindergarten; isolated elderly; victims of domestic violence. Local.	Training, total: 1 year CL section: 1 hour/week for 30 wks (3 semesters)	Obligatory; Physician assistant.	Level NA. Number: 26 students (divided in 3 groups, each semester the groups shift to a different setting)	TF: Cultural competency PF: Service learning	Reflection: yes Goals Oriented toward SDH: 3 Type of Research: No

Article	Name and Location of School	Name of Program	Type of Community and Location	Duration of Training	Obligatory/ Elective, Student Program	Student Makeup (level, number of students)	Frameworks (theoretical and pedagogical)	Notes
Kruger et al., 2010	University of Florida, School of Nursing. Florida, U.S.	INA	6 home-bases: 4 geographically based and 2 agency based serving large areas. Diverse environments: substance abuse recovery centres, elderly homes, homeless shelters, schools, health clinics for uninsured, ... 4 locations local, 2 serve large areas.	Training, total: 4 or 5 semesters  CL section: 16 hrs/ semester for 4 or 5 semesters	Obligatory; Nursing.	Level: Under-graduate students.  Number: 97 students in 2006	TF: Community-building framework  PF: Service learning; Long-term home-base learning	Reflection: yes  Goals Oriented toward SDH: 3  Type of Research: Mixed

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Larson et al., 2010	The East Carolina University, School of Nursing. North Carolina, U.S.	Intl cultural immersion course	Indigenous Mayan communities. Antigua, Guatemala.	Training, total: 3 wks (116 hrs)  CL section: 2 wks: 88 hrs of immersion (40 hrs language classes and 48 hrs community health clinical practice)	Elective; Nursing.	Level: Bacca-laureate students.  Number: 13 students	TF: Cultural competence  PF: International immersion	Reflection: yes  Goals Oriented toward SDH: 1  Type of Research: Qual
Loewenson and Hunt, 2011	St Catherine University. Minnesota, U.S.	Public health nursing course	Homeless youth or families, shelters, transitional housing programs and other community agencies. Local.	Training, total: INA  CL section: over 3 months	Obligatory; Nursing.	Level: Post-bacca-laureate students.  Number: 24 students.	TF: Cultural competency  PF: Service learning	Reflection: INA  Goals Oriented toward SDH: 2  Type of Research: Quant

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Matejic et al., 2012	School of Medicine. Belgrade, Serbia	Physician in the community	11 primary health care institutions from the Belgrade community. Local.	Training, total: 10 wks (20 hrs)  CL section: INA	Obligatory; Medicine.	Level: 2nd year students.  Number: 1529 students over 4 years.	TF: Social responsiveness; patient-centered medicine  PF: Community-based learning	Reflection: INA  Goals Oriented toward SDH: 2  Type of Research: Quant
Meili et al., 2011	University of Saskatchewan, College of Medicine. Saskatchewan, Canada	Making The Links (MTL)	Northern (Aboriginal) community; student-run clinic in an urban underserved area; rural hospital in Mozambique. Buffalo River Dene Nation and/or Ile a-la-Crosse + Mozambique.	Training, total: INA  CL section: 6 wks (rural) + “2 shifts per month” (urban) + 6 wks (intl)	Extra-curricular; Medicine.	Level: 2nd year students.  Number: 14 students (selection based on written application and interview)	TF: Social accountability  PF: Service learning; Student-run clinic	Reflection: yes  Goals Oriented toward SDH: 1  Type of Research: Qual

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Meurer et al., 2011	Medical College of Wisconsin, Wisconsin, U.S.	Urban and Community Health Pathway (UCHP)	Urban underserved settings. Different urban communities.	Training, total: At least 10 hrs/month through the first 3 years of medical school  CL section: INA	Elective; Medicine.	Level: 1 to 3th year students.  Number: 95 students	TF: Patient-centered care  PF: Service learning; community-engaged research	Reflection: yes  Goals Oriented toward SDH: 3  Type of Research: NS
Mudarikwa et al., 2010	Gippsland Medical School, Monash, Australia	Community-Based practice program (CBPP)	Community health services, disability services, humanitarian organizations, local councils, schools. INA.	Training, total: INA  CL section: 12 days over 16 wks (min 72 hrs)	Obligatory; Medicine.	Level: 1st year students.  Number NA	TF: Social justice; equity  PF: Community-based education	Reflection: INA  Goals Oriented toward SDH: 2  Type of Research: Mixed

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O'Brien et al., 2014	Temple University Philadelphia, PA (U.S.)	Health Scholars Program (HSP)	Community Health center serving a Latino immigrant population. Local.	Training, total: 9 month pilot course  CL section: At least 8 hrs/month	Extra-curricular (student selection); Medicine and other health professions.	Level: Undergraduate students.  Number: 12 students in first cohort	TF: INA  PF: Multidisciplinary learning; Service learning	Reflection: yes  Goals Oriented toward SDH: 3  Type of Research: Mixed
Ogenchuk et al., 2014	Western Canadian University. Saskatchewan, Canada	Caring For Kids Where They Live	3 urban schools. INA.	Training, total: approx. 216 hrs  CL section: 72 hrs over 6 wks (=1/3 of time) as part of pediatric clinical rotation	INA; Nursing, Dentistry, Kinesiology.	Level: Baccalaureate students.  Number NA	TF: Social justice  PF: IPE; Community-based learning	Reflection: yes  Goals Oriented toward SDH: 0  Type of Research: NS

Article	Name and Location of School	Name of Program	Type of Community and Location	Duration of Training	Obligatory/ Elective, Student Program	Student Makeup (level, number of students)	Frameworks (theoretical and pedagogical)	Notes
Parks, 2015	Collaboration between 6 colleges: Fisk University (Nashville), Knoxville College, Lane College (Jackson), Lemoyne-Owen College (Memphis), Tennessee State University, Meharry Medical College. Tennessee, U.S.	HBCU (historically Black colleges and universities) Wellness Project	Diverse African-American communities . Diverse locations.	Training, total: 2 years + summer program (3 wks) + implementation of projects  CL section: INA	Extra-curricular (student selection); INA.	Level: Under-graduate students.  Number: 326 students between 2007-2012	TF: Health advocacy  PF: Community-based participatory research; Service learning	Reflection: INA  Goals Oriented toward SDH: 2  Type of Research: No

Article	Name and Location of School	Name of Program	Type of Community and Location	Duration of Training	Obligatory/ Elective, Student Program	Student Makeup (level, number of students)	Frameworks (theoretical and pedagogical)	Notes
Rasmor et al., 2014	Washington State University. Washington, U.S.	INA	Free clinic (non-documented immigrants and uninsured). Different urban communities.	Training, total: 2 days a week for 6 wks (18 hrs) CL section: 2 days a week for 6 wks (18 hrs)	INA; NP.	Level: Graduate students. Number: 24 students	TF: Social learning theory PF: Clinical immersion	Reflection: yes Goals Oriented toward SDH: 1 Type of Research: Mixed
Sabo et al., 2015	University of Arizona, Tucson, Mel and Enid Zuckerman College of Public Health. Arizona, U.S.	5 courses with 5 different names	Urban, rural, border, and indigenous communities. Different communities depending on the course: (1) Tucson, AZ; (2) Native people nations; (3) US-Mexico border area; (4) Rural copper mining area; (5) Greater Phoenix metropolitan area.	Training, total: INA CL section: 1 week	Obligatory: 1 out of 5 courses for Master students and 2 courses for PhD students; Maternal and Child Health, Master Health behavior health promotion.	Level: Master students + Ph.D. students. Number: 107 students	TF: Health equity PF: Service learning	Reflection: yes Goals Oriented toward SDH: 3 Type of Research: NS



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Schoon et al., 2012	Minnesota State University Mankato, School of Nursing. Minnesota, U.S.	INA	Foot care clinic within an inner-city homeless shelter. Local.	Training, total: INA CL section: INA	INA; Public health nursing.	Level NA. Number: 140 students in 2011	TF: Social justice; advocacy PF: Service-learning; Community learning; Transformative learning	Reflection: yes Goals Oriented toward SDH: 3 Type of Research: NS
Sharma, 2014	University of Toronto. Toronto, Canada	INA	St. Michael's Hospital (15% of ER consultations and 3-4% of admissions are homeless individuals). Local.	Training, total: INA CL section: During residency at St Michael's Hospital (1 to 4 months); Advocacy rounds: 4-5 times/year); educational session and site visit to a shelter for homeless men: 1x/2months	Obligatory; Medicine.	Level: Residents. Number NA	TF: Marginalization; advocacy PF: Interdisciplinary learning; Experiential learning	Reflection: yes Goals Oriented toward SDH: 2 Type of Research: No

Article	Name and Location of School	Name of Program	Type of Community and Location	Duration of Training	Obligatory/ Elective, Student Program	Student Makeup (level, number of students)	Frameworks (theoretical and pedagogical)	Notes
Sheu et al., 2012	University of California, School of Medicine. San Francisco, CA (U.S.)	INA	3 student-run clinics: (1) Latino/a community; (2) homeless population; (3) Asian/Pacific Islander immigrant population (Hepatitis B Collective). Local.	Training, total: INA  CL section: Several hrs per year, per month or per week (up to student): (1) 1 day/week; (2) 2×2 hrs/week; (3) 2×3 hrs/week)	Elective; Medicine, Nursing and Pharmacy.	Level: 1st year students.  Number: About 70% of the total student population	TF: Sociocultural awareness  PF: Student-run clinic; IPE	Reflection: INA  Goals Oriented toward SDH: 1  Type of Research: Mixed
Stanley, 2013	University of Colorado, Beth-El College of Nursing and Health Science. Colorado, U.S.	INA	A community homeless center. Local.	Training, total: INA: several hrs per semester during 3 years  CL section: 4—5 hrs /semester during 3 years	Elective; Nursing.	Level: Senior-level traditional or second-degree baccalaureate students.  Number: 4 to 10 students each semester of the 3—year program	Critical Social Theory; cultural competence; advocacy; social responsibility  PF: Service learning	Reflection: INA  Goals Oriented toward SDH: 1  Type of Research: NS

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Ward et al., 2007	The Nebraska Methodist College. Omaha, NE (U.S.)	Accelerated community-based nursing program (ACE)	Sudanese and Latino populations. Local.	Training, total: 5 days/week during 15 months  CL section: INA: continuously throughout the 15 months	Obligatory; Nursing.	Level: Students with a college degree in another discipline and being admitted to the nursing program.  Number: 25 students in 2nd cohort	TF: INA  PF: Service learning	Reflection: yes  Goals Oriented toward SDH: 3  Type of Research: NS
Williams et al., 2012	University of Michigan. Michigan, U.S.	Global Health and Disparities Path of Excellence (GHD PoE)	INA. Different places in Michigan or abroad.	Training, total: 4 years (during master program)  CL section: INA	INA; Medicine.	Level: Master students.  Number: 35 voluntary students in 2011	TF: INA  PF: Longitudinal mentored leadership training program; portfolio-learning	Reflection: yes  Goals Oriented toward SDH: 2  Type of Research: No

NOTES: hrs = hrs; INA = information not available; intl = international; NA = not available; NP = nurse practitioner; NS = not systematically; PF: pedagogical framework; TF = theoretical framework; wks = weeks.

Key for Goals Oriented Toward SDH:

3: SDH explicitly mentioned in goals of program

2: indirect referral to health inequity, social justice, health advocacy, health disparities,... in goals of the program

1: indirect referral to SDH

0: no referral to SDH in the goals, but mentioned in the outcomes

**TABLE A-2** Literature Review Summary, Table 2

Article	Number of Study Participants	Data	Research Topic	Main Findings	Limitations and Strengths
Art et al., 2008	all students	<u>Quant</u> : 1 questionnaire with 22 questions and 5-point Likert scales / <u>Qual</u> : analysis of the free text in the field “general remarks”	Student satisfaction with the practical organization of the exercise Acquisition of the learning goals (self-assessed by the students) Students’ attitudes toward primary care and community health care; and their attitude towards the interdisciplinary character of the exercise	Although very time-consuming, this exercise is feasible / Students appreciate the interdisciplinary character of the exercise / This exercise contributes to the learning objectives for the students but also to the social accountability of the university	Limited evaluation
Bakshi et al., 2015	10	Survey: 9 open-ended questions	Understanding how students’ participation in this service-learning component affected their clinical experiences and professional self-perceptions	Ability to apply an understanding of SDH to clinical encounters ( advocate for patients) / ability to refer patients to community resources / program helped to protect and foster their idealism	Low number of participants / self-selected / non-validated survey tool. Some long term effect (survey was completed 2 years later than the program; however, outcome is mixed with other experiences)
Bell & Buelow, 2014					

Article	Number of Study Participants	Data	Research Topic	Main Findings	Limitations and Strengths
Brown et al., 2007	33 (= all)	<p><u>Quant:</u> (1) pre-service (23 questions) and post-service (32 questions) questionnaire: demographic data, preview work, history volunteer experience, 15 questions regarding civic cultural and social issues, 8 questions regarding post-graduation work placement / (2) Retrospective questionnaire (9 additional questions about perceived knowledge before and after service)</p> <p><u>Qual:</u> Reflective writings</p>	Students' self-reported knowledge, self-efficacy, intentions, etc before and after the learning experience	<p><u>Quant:</u> (1) Change in some feelings of self-efficacy (feeling more comfortable and post-graduation plans (6 of 23 statements) / (2) Self-reported increase in perceived knowledge in civic, cultural and social issues and health disparities /</p> <p><u>Qual:</u> Impact on understanding of civic, cultural and social issues and health disparities</p>	Self-report questionnaire, only 33 students / Self-selected students
Bussey-Jones et al., 2014	INA	<p><u>Quant:</u> Survey: "Medical Student Attitudes toward the Underserved questionnaire" (MSATU) at 0, 1 and 12 months (participants and control group)</p> <p><u>Qual:</u> Semi-structured interviews at the end of the course / ongoing analysis, including an electronic database for longitudinal analysis of elective participants (?)</p>	Evaluation of the course	The elective seems to attract a selected group of individuals with positive baseline attitudes about caring for the underserved / course was well received by the students (increase in number of participants over the 2 years of implementation) / desire of the participants for more social medicine concepts and didactics to occur earlier in undergraduate medical education.	Preliminary results

Article	Number of Study Participants	Data	Research Topic	Main Findings	Limitations and Strengths
Clithero et al., 2013	60 (= all)	2 surveys: (1) service learning course survey : assessment of students' attitudes and skills with respect to community interventions (pre + post practicum); (2) course evaluation survey and service learning course survey: assess course organization and objectives, adequacy of time to complete assignments, course syllabus/catalog, readings, the community project and shadowing experience (post)	Students' evaluation of course	No significant change in students opinions or skills and activities with respect to community interventions; Students rated the summer practicum highly (mainly shadowing experiences, community activities and learning from fellow students)	Program is adapted based on students' feedback (this can have an impact on the positive ratings)
De Los Santos et al., 2014					

Article	Number of Study Participants	Data	Research Topic	Main Findings	Limitations and Strengths
Dharamsi et al., 2010	See data	<p><u>Qual:</u> Focus groups (with 21 students, 4 (of 8) faculty tutors), individual open-ended interviews (with 5 of 7 participating community organizations) - thematic analysis /</p> <p><u>Quant:</u> Survey (with 21 of 36 students): students' past experiences with and future willingness to provide care to vulnerable people; their perceptions of comfort and anticipated feelings toward providing health care to underserved populations</p>	Educational impact of community service-learning (impact on student attitudes towards disparities in health care and the needs of vulnerable people)	<p><u>Qual:</u> <u>5 themes:</u> (1) Importance of witnessing to really understand the challenges people face; (2) value of learning experientially (planning a project in real life); (3) the importance of building relationships (learning about the value of communication and respect in patient care); (4) students wanting more structure or a guide book; (5) desire to see project continue</p> <p><u>Quant:</u> mostly expecting to work with underserved populations (exceptions) / general rather comfortable with working with those groups (exceptions) / learning new skills and techniques / constraints to do community-based volunteer activities in the future</p>	Self-report
Dharamsi et al., 2010	3	Students' journals, analyzed using "Critical Incident Technique"	To study the students' experiences from their perspective, the impact of the ISL and critical reflection on the students	<p><u>5 key themes:</u> (1) critical reflection enhances learning; (2) the health advocacy role can be learned (abstract concepts are easier to understand); (3) people in impoverished countries are not helpless; (4) the concept of social determinants is not abstract theory; (5) experiential learning is key</p>	Small sample, self-selection, Hawthorne effect

Article	Number of Study Participants	Data	Research Topic	Main Findings	Limitations and Strengths
Ezeonwu et al., 2014					
Feen-Calligan, 2008	11	Students' writings	Assessment of students' learning using the criteria of 3 art therapy education standards	Students' biases were challenged	Experience was very short / Difficult to assess the discrete effects of service-learning and internship experiences / Focus is on the benefits to students and not the community
Ierardi and Goldberg, 2014	6 creative arts therapists having participated in the summer course in 2007 or 2008	Interviews (based on themes that had emerged by examining the students' weekly journals)	Perceptions of the impact of BTG upon their professional identity	Familiarity to work with certain groups (e.g., adolescents); value of interdisciplinary work, value of lectures; effect on obtaining a job	Small number of participants
Jarrell et al., 2014	40 in experiential group (= service-learning cohorts) + 130 students in control group: randomly assigned to both groups (75 completed all surveys)	Pre-post test 2 surveys: "Belief in a Just World Scale" (JWS) and "Attitudes about Poverty and Poor People Scale" (APPPS)	Students' perceptions of and empathy towards individuals living in poverty as well as views on justice following service-learning assignments that involved providing care to for such individuals as compared to other community health assignments	The service learning treatment modestly enhanced empathy and students' views on justice (although mostly not statistically significant), while not improving superficial perceptions of the poor (e.g., that poor people are 'different')	Small number of participants



Article	Number of Study Participants	Data	Research Topic	Main Findings	Limitations and Strengths
Kassam et al., 2013	3	Students' daily self-reflections, analyzed by the students and the course instructor	Documenting impact of their cultural learning and experiences	Powerful impact on their development as healthcare professionals, as members of interdisciplinary teams and on the substance of their learning	Self-selection of students / Publication bias (what the students wrote down knowing it would be read) / Bias because students worked in an already well-organized care-delivery program
Kelly, 2013					
Kruger et al., 2010	2006 survey: 97 senior students	Focus groups and analysis of student reflective journals which evolved into an annual exit survey	Program evaluation	Initial student reaction was mixed: Clinical objectives not always clear and not always relating to course content. Faculty teaching not always consistent with expectation. Gaining broader perspective, making a difference, gaining an apperception of the health promoting role of the nurse, shedding underlying prejudice, feeling of sense of responsibility and pride , learning about community resources, advocacy	Not described very systematically; self-report

Article	Number of Study Participants	Data	Research Topic	Main Findings	Limitations and Strengths
Larson et al., 2010	13	In-depth interviews (1 pre + 1 post) and en vivo reflective journals	Exploring the impact of a cultural immersion experience on student nurses' cultural competence	<u>3 themes</u> : (1) navigating daily life (coping with hardships); (2) broadening the lens (such as making connections between U.S. policy and developing countries); (3) making a difference	
Loewenson and Hunt, 2011	23 (of 24)	Pretest-posttest survey: "Attitudes Toward Homelessness Inventory" (ATHI)	Evaluating students' attitudes toward homelessness after participating in structured clinical service-learning rotations with individuals and families experiencing homelessness	More positive and non-stigmatizing attitudes toward homeless individuals at the completion of their course studies Increase in the belief related to the contribution of structural causes of homelessness and in the belief that personal causes are not responsible for homelessness More comfort in affiliating with homeless individuals and stronger beliefs in the potential for viable programs or solutions to address homelessness	Outcome is mixed with other experiences. Small sample size, self-report, no control group, not anonymous, only short-term outcome
Matejic et al., 2012	1188 students, 630 patients, 78 physicians	3× self-designed satisfaction questionnaire (for 3 groups of participants) after the module	Satisfaction of students, physicians and patients with participation in the module after 4 years of implementation	Patients were more satisfied than students and physicians; students' knowledge higher than actual awareness	High number of participants questionnaire pilot tested / inclusion of 3 parties' perceptions

Article	Number of Study Participants	Data	Research Topic	Main Findings	Limitations and Strengths
Meili et al., 2011	14 (part of 3 cohorts)	Structured open-ended written questionnaires, completed twice (after northern and international experience)	To explore student reflections on their experiences during the MTL program	<u>6 themes</u> : (1) the importance of relationships, not stigmatizing; (2) SDH in real life (e.g. travel distances); (3) community development (considering the community context); (4) interdisciplinarity (not hierarchical health care structure); (5) linking health and communities; (6) personal learning + career choices	Described in detail
Meurer et al., 2011					
Mudarikwa et al., 2010	57 students and 19 community educators	<u>Quant</u> : questionnaire: post program evaluation <u>Qual</u> : focus groups with students and interviews with community educators	Evaluation of program	<u>Students</u> : exposure to diverse range of services in the community, interactions with different partners, difficulties with research project <u>Community educators</u> : CBPP valuable real life experience for students, students were highly involved, difficulties with timing research project, students coming the same day every week was not ideal	Low student response to questionnaire, questionnaires could be enhanced
O'Brien et al., 2014	12	<u>Qual</u> : students' written reflections / <u>Quant</u> : survey: degree of agreement with statements about HSP course goals	Students' evaluation of program	<u>Quant</u> : Increased ability to collaborate, design and implement interventions, to describe impact of SDH / <u>Qual</u> : 3 themes: (1) first exposure to	Low number of participants, narrow scope of components, lack of experimental design, self-report

Article	Number of Study Participants	Data	Research Topic	Main Findings	Limitations and Strengths
Ogenchuk et al., 2014				SDH; (2) learning more through this program than through other curricular efforts; (3) desire to serve vulnerable communities	
Parks, 2015					
Rasmor et al., 2014	21 (of 26) students	<u>Quant</u> : survey (pre+post) <u>Qual</u> : focus group discussion (pre + post) Reflective journals	One-group pre-post measurement of the impact of the intervention on the student's attitudes, perceptions, and beliefs on non-insured persons who access free clinics and to measure the student's willingness to consider volunteering in a free clinic after graduation	Students challenged their own beliefs and attitudes regarding the vulnerable populations ("they were just like us," gained insight into care provided at these free clinics (care is good), and expressed their intent to volunteer at these settings (although no significant change).	Sample size too small Short period of immersion No control group Internal validity of instrument: moderate
Sabo et al., 2015					
Schoon et al., 2012			Discussion and reflection papers	Not systematically measured: Students demonstrated an understanding of the condition and causes of homelessness and how to use their citizenship skills for social change within a health care context	

Article	Number of Study Participants	Data	Research Topic	Main Findings	Limitations and Strengths
Sharma, 2014					
Sheu et al., 2012	182 students	Pre-post intervention study with control group <u>Quant</u> : 2 surveys: 1) “Sociocultural Attitudes in Medicine Inventory” (SAMI) and “Readiness for Interprofessional Learning Scale” (RIPLS) <u>Qual</u> : open-ended questions on same topics	The impact of student-run clinics on preclinical sociocultural and interprofessional attitudes	Students report positive effects (commitment to the underserved, some improved interprofessional attitudes, insight in health disparities, influence on career choices, ...) but no statistically significant effects	The experiences may not be frequent enough to affect these measures, particularly since the students were high-scoring upon entry, self-selection
Stanley, 2013			“Informal evaluation” using debriefing discussions	In the debriefing sessions students: express a realization that the homeless clients are no different than themselves / came away with greater respect and caring attitudes for the homeless / note insurmountable economic and health barriers by the homeless / are more aware of the health issues of the homeless / felt a sense of advocacy for the homeless / displayed introspection	

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Article	Number of Study Participants	Data	Research Topic	Main Findings	Limitations and Strengths
Ward et al., 2007			Student evaluations	<u>Evaluation after 1st cohort:</u> need for faculty guidance and support and more background on Sudanese culture <u>Evaluation after 2nd cohort:</u> students were positively influencing health and well-being of the community and had a greater understanding of concepts of community-based education and cultural diversity	
Williams et al., 2012					

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