

Author Year, Location	Purpose of the Inquiry	Educational Strategy Evaluated	Duration of Educational Strategy	Participants in Evaluation	Methods	Authors' Findings	Authors' Conclusions
ABEDINI et al. (2012), USA	To understand the meaning medical students attributed to participation in an international service learning trip (ISLT)	ISLT for American students to Cuba, Dominican Republic, Jamaica, Guatemala or Peru	One week	13 first-year medical students in the United States (of 24 total in the intervention)	Qualitative design, semi-structured interviews	Perceived benefits included acquisition of clinical and language skills, and knowledge of other health care system. But also ambivalence concerning value of ISLT, impact of ISLT on community, issues of privilege and power, and ethical concerns working with vulnerable populations	"One-week ISLTs may engender implicit insights and lessons regarding ethical and societal issues involved with global health and may stimulate the development of critical reflection on current and future professional roles for student participants" (p.820).
ADAMSHICK & AUGUST-BRADY (2012), USA	To uncover the meaning of a week-long immersion in Honduras for registered nursing students and its impact on their professional practice upon return from Honduras	A cultural immersion experience for American students to Honduras	One week	8 bachelor of science nursing students in the United States, 7 female/1 male, age 24-50	Phenomenological design, reflective journals prepared during and focus groups with students after immersion experience	Four themes: from the outside looking in, struggling with dissonance, searching for meaning, from the inside looking out	[The participants] "transformative process suggests that a cultural immersion may benefit nurses and ultimately patients as nurses redefine and reconnect with the essence of their nursing values ... Educators must place a greater emphasis on requiring cultural immersion experiences in the curriculum at all levels" (p.197).

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ANDREWS et al. (2001), USA	To describe the lived experiences of students and teachers enacting or engaging in narrative pedagogy, a research-based pedagogy developed within the discipline of nursing	Teachers' and students' experience engaging in or enacting Narrative Pedagogy, which is a particular teaching and learning approach in nursing education	Unclear, likely over months	7 teachers and/or students from 5 nursing schools in 4 mid-western United States	Interpretive phenomenology design, one group interview	Three themes: explication of enacting narrative pedagogy, decentering skill acquisition and content, and attending to the practices of thinking	"Narrative Pedagogy contributes to a science of nursing education and provides an interpretive phenomenological pedagogy for reforming nursing education based on nursing research" (p.258).
ARND-CADDIGAN et al. (2010), USA	To outline two teaching methods and their evaluation in enhancing social work students' personal epistemology	Two strategies to develop student's personal epistemology: a "reflective judgment model," and "ill-structured problems"	Unclear, likely over months	Undergraduate and graduate social work students at a university in the United States, other details unclear	Mixed methods; qualitative data via teaching evaluation forms and unsolicited feedback from students through e-mail and dialogue, and a pre/post evaluation using Schraw's personal epistemology scale	The teaching methods assisted students in moving toward more sophisticated personal epistemology; student's ability to find a means to choose a course of action in the face of an ill-structured problem improved over the course of the semester	"The teaching models described and the supporting data suggest the potential for social work educators to enhance student's reflective thinking through various teaching methods that intend to move personal epistemology positions" (p. 987).

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BALLON & SKINNER (2008), Canada	To incorporate educational reflection techniques into an addiction psychiatry rotation to increase critical self-awareness of attitudes, values, and beliefs related to working with people with substance use and other addictive disorders	Reflection readings, reflection discussion times, reflection journaling, and a reflection paper as part of a psychiatry rotation	A 4-week psychiatry rotation	28 post-graduate year 1 medical psychiatry residents in Canada	Qualitative content analysis of 28 end-of-rotation reflection papers	Reflection techniques were endorsed as extremely valuable by students and were perceived to increase in critical self-awareness of attitudes, values and beliefs related to working more effectively with people with substance use and other addictive behaviours.	"The authors suggest that reflective practices be used more extensively in psychiatric training in order to build and establish reflexive self-awareness as a core professional competence essential to work effectively in clinical practice, especially in the most demanding contexts" (p.218).

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DELANY & WATKIN (2009), Australia	To describe and examine the effect of a critical reflection program, grounded in the knowledge paradigms of postmodernism, reflexivity and critical theory, on third year undergraduate physiotherapy students' experience of their first clinical placements.	A 6-part curriculum of reflection discussions guiding students to deconstruct critical incidents experienced during clinical placements	3hours/week for 6 weeks	Third year undergraduate physiotherapy students in Australia	Interpretivist qualitative design, data collected through written researcher memos at end of each reflection discussion, written feedback from students, and a focus group with students following the intervention	Overall, students developed an increased sense of validation and empowerment, increased awareness of different perspectives that might contribute to their understanding of a learning situation. Findings from memos included students' discourses about power and hierarchy, and processes of learning. Focus group themes included: validation and sharing, a break in clinical performance, and spheres of knowledge.	"Critical reflection programs that draw from and model the use of multiple theoretical perspectives, (in our program - postmodernism, critical theory and reflexivity), may be a necessary inclusion in health practice curricula that aims to prepare students for recognizing their own professional identity and negotiating clinical uncertainty" (p.425).

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GLAZE (2002), UK	To explore student advanced nurse practitioners' experiences of reflection and their perceptions of the various stages they experienced in the development of their reflective skills.	A "level three reflective module and a level four practice module" as part of a Master's program in the United Kingdom	Unclear, likely over months	14 advanced nurse practitioners in the United Kingdom	Qualitative methods, data were interviews and reflective learning contracts	Findings focused on students' reflective journeys, described as: entry shock, the struggle, acceptance, familiarity, learning to reflect more deeply, perspective transformation, internalization, dissemination	"... for students in this study the development of reflective abilities was a complex transitional process. It was demanding and influenced by the individual biographies students brought to the reflective experience. Time and support were essential" (p. 271).

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HAYWARD & CHARRETTE (2012), USA	To describe an innovative educational model grounded in the literature and designed to facilitate cultural competence and core values development in Doctor of Physical Therapy (DPT) degree students	A 2-semester capstone course integrating culturally competent care with hands-on experience, including research on Ecuadorian culture, cultural awareness activities, reflective journaling, Spanish language training, and an international service-learning (ISL) experience in Ecuador	2 years	28 5 th year DPT students in the United States, 24 female/4 male, average age of 22	Mixed methods design, using the Professionalism in Physical Therapy Core Values (PPTCV) survey, the (CCAI), and reflective papers completed pre and post ISL.	PPTCV scores were significantly higher post ISL for students who completed the PPTCV process. Cross Cultural Adaptability Inventory (CCAI) scores were higher ($P = .045$) for emotional resilience post ISL for 14 students. Qualitative analysis of reflective papers resulted in 4 themes: professional role formation, career development, cultural readiness, and collaboration.	"Our model enabled students to be immersed within a culture, realize the core values in action, develop cultural competence, and solidify their interest in working with pediatrics and internationally with underserved populations. Curricular models that provide meaningful connections between the classroom and the real world are important for cultural competence and core values development in DPT students" (p.78).

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KOSKINEN et al. (2009), Finland	To explore the enhancement of cultural competence of European and Canadian undergraduate nursing students during their trans-Atlantic rural community placement by recognizing the cultural and social inequalities in the host country	8-16 week Trans-Atlantic exchanges in rural community placements between nursing students from universities in 4 European countries (Estonia, England, Finland and Sweden) and 3 Canadian universities, and writing in reflective journals using critical incident technique	8-16 weeks	48 senior undergraduate nursing students, 21 European/27 Canadian	Qualitative design, using 134 one-two page critical incident reports	Five learning categories (where students showed enhancement of cultural competence) were: cross-cultural ethical issues; cultural and social differences; health-care inequalities; population health concerns; personal and professional awareness. Four "emergent cultural perspectives" in the reflections were: health promotion realm, sensitivity to social and cultural aspects of people's lives, channels between the health sector and society, and cultural language and stories of local people.	"Beneficial intercultural experiences include students' reflective process of uncomfortable, even shocking emotions arising from the cultural difference moving towards the development of a new perspective of understanding nursing care and the impact of diverse cultures in the surrounding world" (p.507) ... Critical incident reporting "can promote students' cognitive and affective reflection skills during an international exchange and thus promote the development of a new cultural perspective for the health sector" (p. 508).

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LAM et al. (2007), Hong Kong	To use reflective logs to explore the meaning of social work field education and the learning experiences of social work students during their placement	Critical reflection on a social work clinical internship following the 2002/3 Severe acute respiratory syndrome (SARS) epidemic in Hong Kong	Unclear	9 social work students from the Chinese University of Hong Kong	Qualitative study using written logs focused on critical incidents and interviews	Disturbing events during placement were seen to be a catalyst for reflection. The authors viewed participants' "undue concern with knowledge and skills application within a circumscribed knowledge frame" as suggesting "the dominant influence of scientism and competence-based practice in social work, in which learning outcomes and instrumental and technical reasoning are highly emphasized" (p.91)	"Realization [of reflexivity] in social work education requires the social work educators' reflexive examination of the dynamics that influence the construction of curriculum, which in turn construct our prospective social workers" (p.92).

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LARSON & ALLEN (2006), Canada	To analyze the process of conscientization of Canadian social work students who participated in an experiential learning course in Mexico	Preparatory sessions reviewing literature and videos on culture and history, and then a 10-day intense experiential learning course in urban and rural Mexico consisting of lectures, seminars, visits, reflective journaling and daily guided reflection	10 days plus preparatory work	32 social work students from Canadian universities, 29 women/3 men, 21-55 years old	Qualitative design analyzing students' final reflective papers based on daily journals, exploring change in understanding of the connection between structural inequities, oppression, poverty and individual experience, change in awareness of their own privilege, and process of conscientization	Students "overwhelmingly described a transformation in their understanding" (p. 511) about structural inequities, oppression, poverty, and their own social location and privilege.	"It is through experiential learning that students begin to examine their own understanding and views of poverty, difference and global connectedness ... We might speculate that the opportunity to be removed from our own community and reality frees us to understand the reality of others in a new and less defensive way, and also enables us to reflect on our own place of power and privilege in structural inequalities" (p.516).

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LAWLER (2008), USA	To explore the development of professional nursing values through service learning in a baccalaureate completion program for registered nurses	A service learning experience as part of a one-semester, requisite, senior-level public health nursing capstone course	10-13 weeks	14 adult nursing students in the United States, 12 women/2 men; age: 20's (n=4), 30's (n=4), 40's (n=4), 50+ (n=2)	Qualitative, instrumental case study design, data included students' 1-3 page reflective essays written in response to 6 open-ended questions	Adult learners engaging in community-based service learning experiences were seen to enhance academic knowledge, personal development (in professional values of altruism, respect for human dignity and promotion of social justice) and social responsibility. Service learning was seen to be a vehicle for transformational learning.	"Service learning is a promising teaching/learning strategy to promote professional values development in the adult registered nurse-Bachelor of Science in Nursing student" (p.83).
LIE et al. (2010), USA	To evaluate a curriculum that incorporates written reflection followed by reflective discussion intended to enhance students' recognition and management of cross-cultural and health disparity issues in different health care settings	A reflective practice curriculum, added to a family medicine clerkship, that included written reflections and faculty-facilitated peer reflective discussion	4 weeks	188 third-year medical students in the United States who cycled through 23 clerkship rotations (n=6-12/rotation) over 2 years, 50% female/50% male, average age 23 years old	Mixed method design; a qualitative written assessment in response to structured questions, plus reflective group discussion in week 4; quantitative data collected using pre/post questionnaire on cultural knowledge	Findings included significant increase in cultural knowledge score, more nuanced understanding of cross-cultural encounters after discussion, and increased self-reported confidence in addressing cultural issues	"Written reflection followed by facilitated peer discussion adds value to simple 'exposure' to cross-cultural experiences for medical students" (p.S119).

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MALTBY & ABRAMS (2009), USA	To discover the meaning of an immersion experience in Bangladesh for American nursing students	A cultural immersion experience in Bangladesh, working with Bangladeshi partners to interview families in rural villages to inform future public health programming	3 weeks	17 senior undergraduate Baccalaureate nursing students in the United States, 16 female/1 male, aged 22-54 (average age 24.5)	Descriptive phenomenological design, data collected through students' reflective journals	Four themes emerged: Beginning to See, Thinking about the Seen, Wanting to Change the Seen, and Transformed by the Seen. Students reported new self-awareness, and improved understanding of their social position and culture.	"Recognition of racism in nursing and in society, diverse patient population increase through immigration and influx of refugees, and the push for cultural competency in baccalaureate nursing education, makes study abroad options for nursing students so important. Even short trips can have lasting effects by enhancing cultural competence" (p.11)
MILLER (2011), USA	To reflect on journal writing as a strategy to engage students in gerontology content, encourage examination of personal beliefs, recognize biases and reflect on perceptions about older adults	Journal writing during a 4-week clinical rotation, to reflect on their observations of older adults and their own reactions to the gerontology curricular didactic content, seminars, and clinical experiences	4 weeks	19 third-semester nursing students in California, United States (of 39 total in the intervention)	Qualitative methods, thematic analysis of journal entries	Findings included progress toward meeting the geriatric competencies, including improved understanding, insight and awareness of persona and societal issues facing older adults and reflection on students' own biases, values and attitudes	"By increasing awareness of biases, reinforcing empathic tendencies, and promoting positive attitudes toward older adults, nursing education can move closer toward the goal of graduating and fostering nurses who possess the knowledge, skills, and desire to care for the growing older adult population. Journal writing is one way to help future and current nurses achieve those competencies" (p.56).

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NEWCOMB et al. (2006), USA	To gain insight into the ways middle-class nursing students connect themselves and their nursing practice to the experiences of the Latino and African-American families that CISNEROS and MORRISON animate in their novels, in order to increase student cultural sensitivity and reflective thinking skills	Assigned readings from two fictional texts, <i>The House on Mango Street</i> by CISNEROS (1988) and <i>The Bluest Eye</i> by MORRISON (1970), which students discussed in 5 one-hour meetings following 5 hours on a clinical unit. Following the final meeting, students submitted journals of reflections on the readings.	15 weeks	40 female senior students enrolled in a maternal-child clinical nursing course in a baccalaureate of nursing program in the United States	Interpretive qualitative study, data were students' written reflections in journals, constant comparative analysis	Participants were found to consistently interpret 'the other' in their own image; they responded most strongly to themes of belonging, including the struggles of immigrants to 'fit in,' the ways of being acceptable and valued in U.S. society, and the process through which students as nurses learn to accept and care for others who are different.	"[R]eading imaginative literature serves as a conduit for students to identify sameness between their own lives and the lives of fictional characters that represent diverse cultures ... To maximize the benefit of using fictional literature to foster cultural sensitivity, nursing educators should create a milieu of trust and openness to dissenting ideas. The effectiveness of reflection upon imaginative literature is likely to increase when students are guided to some insight into their own tacit norms and unconscious privilege" (p.15).

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OTERHOLM (2009), Norway	To evaluate an online critical reflection course for social work students to understand if the design was successful, if it promoted critical reflection, and solicit changes to make it a better course for learning and doing critical reflection online.	Students identified a critical incident in their 1 st field placement, and discussed with a group of 4-5 students as a chat (synchronous online meeting) or using a virtual forum (asynchronous online meeting) with 4-5 online reflection meetings per student. Students then wrote an assignment about their critical incident.	6 months	13 third-year social work students doing a distance education bachelor degree in Oslo, Norway completed all data sources; 29 students completed the survey	Mixed methods: a survey with open and closed questions, transcripts of critical incidents, questions and answers from the online critical reflection, and a written assignment. Analysis by frequency distributions and qualitative thematic analysis.	The online course was seen to meet most of the requirements in Salmon's e-learning model (2004). Findings included increased critical reflection (assessed through self-report); preference for chat (rather than asynchronous option) to provide faster feedback and social cues desired in the discussions that fostered critical reflection	"The course design seemed to meet the requirements for all the stages in Salmon's Model ... [but] there could be improvements, especially related to problems with the technology and the students' lack of competence in using the software...To enhance the reflection process on some subjects and improve the structure the teacher should facilitate at least the first online meetings" (p.373).

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SPERSTAD (2010), USA	To explore the phenomenon of cultural competence in nurses, and the importance of guided reflection toward nursing cultural transformative learning	A 1-week clinical immersion at Sacred Family Birth Centre in Texas near the border of Mexico, as part of a cultural care course in an undergraduate nursing program	1 week	8 practicing nurses in Minnesota, US, who had completed an undergraduate cultural immersion experience in a birth center near the Mexican border	Mixed method design: Transcultural Nursing Immersion Experience Questionnaire, interviews about critical cultural incidents followed by a guided narrative reflection process	"Participants reported feeling immersed, experienced communication barriers, getting new insights into caring for others of different cultures, changing their views of working with people different from self, and changing their nursing practice" (p.iii). Critical cultural incidents revealed "Marginalization and Nursing Role Conflict". The guided narrative reflection process facilitated participants' transformation processes.	"Nursing education currently focuses on cultural competence which is superficial, non-confrontational, and segregated from the whole of nursing care ... During the guided narrative reflection, participants were challenging hegemony and confronting ethnocentrism by discovering differing values, beliefs and assumptions in the cultural conflict. It was necessary for this conflict to be investigated with critical guided reflection for cultural transformational change to occur or be uncovered in practicing nurses as they performed holistic competent nursing care" (p.191).

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WALTON (2011), USA	To assess if there was a significant difference in cultural knowledge and awareness in college health science students before and after receiving education about Native Americans receiving hemodialysis	A 1-hour educational presentation on research findings including the Sacred Circle Model (Walton, 2007), plus a critical reflection paper on a case study of a young Native American woman with chronic kidney disease	1 hour	95 college students enrolled in a health science course in the United States	Mixed method design: Pre/post questionnaire, and review of critical reflection papers	There was a statistically significant difference between pre- and post- tests indicating increased cultural awareness of Native Americans receiving dialysis. Qualitative analysis demonstrated themes of approaching patient with open mind, assessing beliefs and culture, educating patients and families, convincing patient to begin dialysis, and creating a sacred space	"Students in this study sample demonstrated increased cultural sensitivity following a one-hour educational intervention. The majority of students sought to understand the belief system of the patient, help understand personal wishes, and integrate traditions and customs of the patient into the healthcare setting" (pp.29-30).