

Supplementary material S1: Study protocol

Adopted from PRISMA-P (Preferred Reporting Items for Systematic review and Meta-Analysis Protocols) and PROSPERO.

Topic	Content
Title	Digital Technologies to Provide Humanization in the Education of the Healthcare Workforce: A Systematic Review
Authors	María Gonzalez-Moreno, Carlos Monfort-Vinuesa, Antonio Piñas-Mesa, and Esther Rincón.
Review team members and their organizational affiliations	<ul style="list-style-type: none">• Prof. María Gonzalez-Moreno<ol style="list-style-type: none">1. Psycho-Technology Lab (Universidad San Pablo-CEU).2. Departamento de Ciencias Médicas Básicas. Facultad de Medicina. Universidad San Pablo-CEU, CEU Universities. Campus de Montepríncipe, Urbanización Montepríncipe. Email: mgmoreno@ceu.es• Prof. Dr. Carlos Monfort-Vinuesa.<ol style="list-style-type: none">1. Psycho-Technology Lab (Universidad San Pablo-CEU).2. Departamento de Psicología y Pedagogía. Facultad de Medicina. Universidad San Pablo-CEU, CEU Universities. Campus de Montepríncipe, Urbanización Montepríncipe, 28660 Boadilla del Monte (Madrid-Spain).3. Hospital HM. Unidad de Medicina Interna. Madrid (Spain). Email: carlos.monfortvinuesa@ceu.es• Prof. Dr. Antonio Piñas-Mesa<ol style="list-style-type: none">1. Departamento de Humanidades. Facultad Humanidades y CC Comunicación. Universidad San Pablo-CEU, CEU Universities. Paseo Juan XXIII 8, 28040, Madrid, España (Spain). Email: anpime@ceu.es• Prof. Dr. Esther Rincón<ol style="list-style-type: none">1. Psycho-Technology Lab (Universidad San Pablo-CEU).2. Departamento de Psicología y Pedagogía. Facultad de Medicina. Universidad San Pablo-CEU, CEU Universities. Campus de Montepríncipe, Urbanización Montepríncipe, 28660 Boadilla del Monte (Madrid-Spain).
Contact details for of corresponding author	Esther Rincon, PhD. Psycho-Technology Lab. Departamento de Psicología y Pedagogía. Facultad de Medicina. Universidad San Pablo-CEU, CEU Universities Campus de Montepríncipe, Urbanización Montepríncipe, 28660 Boadilla del Monte (Madrid-Spain). Phone: +34 913 724 700; ext 15076

Email: maria.rinconfernande@ceu.es

Organizational affiliation of the review	Psycho-Technology Lab. Universidad San Pablo-CEU, CEU Universities (Madrid, Spain).
Type and method of review	Systematic review
Contributions	Conceptualization, M.G.-M., and E.R. ; methodology, E.R.; formal analysis, M.G.-M.; investigation, M.G.-M.; resources, M.G.-M.; data curation, M.G.-M., and E.R. ; writing—original draft preparation, E.R and M.G.-M.; writing—review and editing, M.G.-M., C.M.-V., A.P.-M. and E.R.; visualization, M.G.-M., C.M.-V., A.P.-M. and E.R.; supervision, E.R.; project administration, E.R.; funding acquisition, A.P.-M. All authors have read and agreed to the published version of the manuscript.
Sources/Sponsors	This work was supported by the grant “MPFI20AP” from Universidad CEU San Pablo (Madrid, Spain).
Conflict of interest	All authors are affiliated with the Universidad San Pablo-CEU.
Rationale	In this systematic literature review, we seek to answer the following questions: <ol style="list-style-type: none">(1) to identify what type of education in humanization is provided to university students of Health Sciences using digital technologies.(2) determine the strengths and weaknesses of this education.
Eligibility criteria	Inclusion criteria: <ol style="list-style-type: none">(1) Primary research studies that involved training in humanization for healthcare undergraduate students.(2) Published in English or Spanish language between 2012 and 2022. Exclusion criteria: <ol style="list-style-type: none">(1) Studies that did not develop a humanization training for undergraduate students.(2) Studies that involved humanization training for healthcare staff (nor undergraduate students).(3) Abstracts or congress papers, study protocols, and narrative reviews.(4) Other language than Spanish or English.
Information sources	A systematic review was conducted, based on the scientific literature published in EBSCO, Ovid, PubMed, Scopus and Web of Science, throughout the last decade (2012-2022), was carried out in November 2022.
Search strategy	Search strategy for all the database search: Filters: English and Spanish language; year of publication 2012-2022. Conducted in November 2022.

	The results were extracted with the keywords: “humanization of healthcare”; “humanization of care” AND “students”; “humanization of healthcare”; “humanization of healthcare AND “students”.
Type of included study	Only Journal Articles.
Studied domain	Medical Humanities
Population/Participants	Undergraduate health sciences university students.
Data collection and selection process	Two reviewers (ER and MG) independently evaluated and reviewed for completeness all titles and abstracts of identified references to determine their eligibility for study inclusion. In case of discrepancies, a third author was consulted (CM). Cohen kappa was computed after each step (title screening, abstract screening, full-text screening) to measure interrater agreement. Any disagreement will be discussed in person. If no consensus can be reached; a fourth reviewer (AP) was consulted to achieve an agreement.
Data items for coding	The following data will be extracted from the selected articles: (1) publication year, (2) country, (3) study design, (4) study aim, (5) sample size, (6) mean participant age, (7) university course, (8) type of training provided (using digital technologies – yes/no –), (9) assessment of prior/subsequent level of humanization, (10) outcomes, and (11) student satisfaction, (12) strengths, and (13) weaknesses.
Outcomes and prioritization	The primary outcomes were the types of humanization training provided to students at university and if digital technologies were used for that purpose; whether the humanized skills were assessed before or after training; and the efficacy of the training provided (in terms of increasing humanization skills in students). The secondary outcomes were the level of satisfaction of the students involved and the strengths and weaknesses of the forms of training examined.
Data synthesis	The PRISMA statement will be followed for data synthesis and a narrative synthesis of the included studies will be performed.
Language	English.
Country	Spain.
Anticipated or actual start date	November 2022.
Anticipated or actual end date	April 2023.

Adopted from:

Booth A, Clarke M, Dooley G, Gherzi D, Moher D, Petticrew M, Stewart L. The nuts and bolts of PROSPERO: an international prospective register of systematic reviews. *Syst Rev* 2012;1(1):2. PMID:22587842

Moher D, Shamseer L, Clarke M, Gherzi D, Liberati A, Petticrew M, Shekelle P, Stewart LA, PRISMA-P Group. Preferred reporting items for systematic review and meta-analysis protocols (PRISMA-P) 2015 statement. *Syst Rev* 2015;4(1):1. PMID:25554246

Page MJ, McKenzie JE, Bossuyt PM, Boutron I, Hoffmann TC, Mulrow CD, et al. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ* 2021;372:n71. doi: 10.1136/bmj.n71

Shamseer L, Moher D, Clarke M, Gherzi D, Liberati A, Petticrew M, Shekelle P, Stewart LA, PRISMA-P Group. Preferred reporting items for systematic review and meta-analysis protocols (PRISMA-P) 2015: elaboration and explanation. *BMJ* 2015;350(jan02 1):g7647. PMID:25555855

Supplementary material S2: Quality assessment of included studies.

Authors	Type study	Screening Questions		Qualitative studies					Randomized controlled trials					Non-randomized studies					Quantitative descriptive studies					Mixed Methods studies				
		S1	S2	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	3.5	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5
Feijoo-Cid et al. [53]	Mixed methods	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-	-	-	-	-	-	-	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Jiménez-Rodríguez et al. [54]	Mixed methods	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-	-	-	-	-	-	-	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Létourneau et al. [55]	Qualitative	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Mega et al. [56]	Qualitative	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Moya et al. [57]	Mixed methods	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-	-	-	-	-	-	-	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Sierras-Davó et al. [58]	Qualitative	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Supplementary material S3: Appraisal of included educational interventions.

Feijoo-Cid et al. [53]

Questions

1_Is there a clear question which the study seeks to answer?	Yes. Expert patient illness narratives as a teaching methodology: A mixed method study of student nurses satisfaction	
2_Is there a clear learning need which the intervention seeks to address?	Yes. To evaluate nursing students' satisfaction with Expert Patient Illness Narratives as a teaching and learning methodology based on patient involvement.	Yes. The aim of this study was to evaluate nursing students' satisfaction with EPIN as a teaching and learning methodology based on patient involvement.
3_Is there a clear description of the educational context for the intervention?	Yes. The need for patient participation is highlighted in every area of health policy: from the micro arena of decision making about patient' health (Vahdat et al., 2014) to their participation in decisions about prioritization of health resources	Yes. The study population was made up of the 83 students enrolled in the Module of Medical Anthropology. This Module is taught in the fourth year of the Degree in Nursing.
Does it affect a curriculum, a course, a module or a session?	Is its place in the overall course identified?	Yes. Sixty-four nursing students of the Universitat Autònoma de Barcelona, attending a Medical Anthropology elective course.
Are the students described ± number, age, stage, prior knowledge of the subject?	Yes. Table 2	

	Is the setting described ± institution, physical environment?	Yes. Details in methods
	Is the setting sufficiently similar to your own and/or representative of real life?	Yes
4_Is the precise nature of the intervention clear?	Yes, mixed methods	
	Why was the intervention chosen?	Concurrent mixed methods were used in this study within a convergent design. Specifically, a convergent design aims to gather diverse and complementary data about the topic under study, allowing simultaneous collection of both quantitative and qualitative data.
	How was it organized; materials used (structure)?	Clear
	How did it run in practice (process)?	Clear
	What ground was covered (content)?	Students enrolled in the Module of Medical Anthropology and being registered in the module and being present the day of presentation and filling out the self-administered questionnaire.
	Was the length and intensity sufficient to allow measurable change?	No
5_Is the study design able to answer the question posed by the study?	Yes. The results of the present study show that nursing students found EPIN satisfactory as a learning and teaching methodology.	
6_Are the methods within the design capable of appropriately measuring the phenomena which the intervention ought to produce?	Yes. Mixed methods were used in this study: online survey with quantitative and qualitative items designed by researchers.	
7_Are the outcomes chosen to evaluate the intervention appropriate?	Yes	
	Reliable	Yes. Expert review and pilot test with three students
	Valid	No, questionnaire was not validated
	Free of bias	Unclear, the higher number of female students may have led to an underestimation of male

nursing opinions and considerations.

8_Are there any other explanations of the results explored in the study? Yes, the level of student motivation might be high and have a positive impact on the results.

9_Are any unanticipated outcomes explained? No

Questions

1_Is there a clear question which the study seeks to answer?	Yes. Improving Humanization Skills through Simulation-Based Computers Using Simulated Nursing Video Consultations
2_Is there a clear learning need which the intervention seeks to address?	Yes. To evaluate the effects of virtual simulation-based training on developing and cultivating humanization competencies in undergraduate nursing students
	Are the aims of the intervention clear and explicit and are the objectives specific, observable and achievable with the domain (knowledge, skills or attitudes) identified?
	Yes. this study aimed to evaluate the effects of virtual simulation-based training on developing and cultivating humanization competencies in undergraduate nursing students.
3_Is there a clear description of the educational context for the intervention?	Yes. Simulation is a technique not a technology. Previous studies have demonstrated the effectiveness of simulation-based training mainly in the self-efficacy and empathy competencies, but no research to date has studied the effects of simulation training in all competencies required to provide humanized nursing care.
	Does it affect a curriculum, a course, a module or a session?
	Yes. The study was performed in a public University between the 20th of April and the 21st of May 2020 including 3rd-year undergraduate students enrolled in nursing degree (66 students). These students performed virtual simulation sessions.
	Is its place in the overall course identified?
	Yes. A Spanish public university.
	Are the students described ± number, age, stage, prior knowledge of the subject?
	Yes.
	Is the setting described ± institution, physical environment?
	Yes. Details in materials and methods
	Is the setting sufficiently similar to your own and/or representative of real life?
	Yes
4_Is the precise nature of the intervention clear?	Yes, mixed methods
	Why was the intervention chosen?
	Clear
	How was it organized, materials used (structure)?
	Clear
	How did it run in practice (process)?
	Clear
	What ground was covered (content)?
	60 nursing students from a Spanish public university
	Was the length and intensity sufficient to allow measurable change?
	Yes
5_Is the study design able to answer the question posed by the study?	Yes. Statistically significant differences were obtained in emotional understanding and self-efficacy dimensions, as well as in the total score for the humanization scale applied, obtaining large effects sizes in all of them.

6_Are the methods within the design capable of appropriately measuring the phenomena which the intervention ought to produce?	Yes. A quasi-experimental study was conducted using a single-group pre-test post-test design. The development of humanization competencies in this group composed of undergraduate nursing students was evaluated using virtual simulation-based training, comparing the levels obtained in these competencies at baseline (pre-test) and after the virtual simulation experience (post-test).
7_Are the outcomes chosen to evaluate the intervention appropriate?	Yes
	Reliable Yes. Expert review and pilot test with three students
	Valid Yes, questionnaire was validated
	Free of bias Unclear, technical issues, sample size
8_Are there any other explanations of the results explored in the study?	Yes, Our results could be confirmed by future research projects using quasi- experimental or experimental designs and follow-up periods, recruiting more nursing students, including registered nurses, and extending this virtual simulation modality to other settings and education centers.
9_Are any unanticipated outcomes explained?	No

Questions

1_Is there a clear question which the study seeks to answer?	Yes. Nursing Students and Nurses' Recommendations Aiming at Improving the Development of the Humanistic Caring Competency	
2_Is there a clear learning need which the intervention seeks to address?	Yes. description of nursing students' and nurses' recommendations that can foster the development of humanistic caring.	
	Are the aims of the intervention clear and explicit and are the objectives specific, observable and achievable with the domain (knowledge, skills or attitudes) identified?	The purpose of this paper is to provide a description of French-Canadian nursing students' and nurses' recommendations aimed at improving the development of humanistic caring among nursing students and nurses.
3_Is there a clear description of the educational context for the intervention?	Yes. Humanism, caring, compassion, empathy, and related concepts are all included in most standards of practice (American Nurses Association, 2015), nursing competencies frameworks (Levett-Jones et al., 2017), and vision statements for nursing education (World Health Organisation, 2020). Supporting the development of such competency in nursing students remains challenging, not because evidence about pedagogical strategies is scarce, but rather because there are few recent studies that described the developmental trajectory of humanistic caring in nursing.	
	Does it affect a curriculum, a course, a module or a session?	Yes. French-Canadian university and an affiliated university hospital. Data was collected through individual interviews.
	Is its place in the overall course identified?	Yes. French-Canadian university and an affiliated university hospital.
	Are the students described ± number, age, stage, prior knowledge of the subject?	Yes. Table I
	Is the setting described ± institution, physical environment?	Yes. Settings
	Is the setting sufficiently similar to your own and/or representative of real life?	Yes
4_Is the precise nature of the intervention clear?	Yes, qualitative study	
	Why was the intervention chosen?	Clear
	How was it organized, materials used (structure)?	Clear
	How did it run in practice (process)?	Clear
	What ground was covered (content)?	18 students and 8 nurses using convenience and snowball sampling methods
	Was the length and intensity sufficient to allow measurable change?	Yes. Data collection was initiated in September 2015 and ended in February 2017.

Questions

1_Is there a clear question which the study seeks to answer?	Unclear. Students' experience with literature in medical education	
2_Is there a clear learning need which the intervention seeks to address?	Yes. This study aims to understand the experiences of students from a Medical School in the interior of São Paulo who had contact with literary texts in the beginning of medical school, creating a representative model based on the experience.	
	Are the aims of the intervention clear and explicit and are the objectives specific, observable and achievable with the domain (knowledge, skills or attitudes) identified?	This study aimed to understand the experiences of medical students from Faculdade de Medicina de Marília, who had contact with literary texts in the first two years of undergraduate school, at the mentioned school unit using the aforementioned methodology, creating a representative model of the experience.
3_Is there a clear description of the educational context for the intervention?	Yes. The National Curricular Guidelines (NCG) for medical school bring the teaching of Humanities, among them Literature, as a way to overcome the biomedical model. Literature can strengthen compassion directed to the 'other'. It starts with a curriculum organized by active teaching-learning methodologies.	
	Does it affect a curriculum, a course, a module or a session?	No. Twelve medical students who had contact with literature in the first two years of undergraduate school participated in the interviews.
	Is its place in the overall course identified?	Yes. This study was conducted at Faculdade de Medicina de Marília, with undergraduate medical students.
	Are the students described ± number, age, stage, prior knowledge of the subject?	No
	Is the setting described ± institution, physical environment?	No
	Is the setting sufficiently similar to your own and/or representative of real life?	No
4_Is the precise nature of the intervention clear?	Yes, Qualitative study	
	Why was the intervention chosen?	Clear
	How was it organized, materials used (structure)?	Clear
	How did it run in practice (process)?	Clear
	What ground was covered (content)?	Twelve medical students who had contact with literature in the first two years of undergraduate

		school participated in the interviews.
	Was the length and intensity sufficient to allow measurable change?	Unclear
5_Is the study design able to answer the question posed by the study?	Yes. Majority of the recommendations targeted changes in the education program in terms of pedagogical strategies, educators' approach, ways of teaching humanistic caring, and additions of volunteerism and externship experiences.	
6_Are the methods within the design capable of appropriately measuring the phenomena which the intervention ought to produce?	Unclear. Interpretative	
7_Are the outcomes chosen to evaluate the intervention appropriate?	Partial. Data were collected through semi-structured interviews.	
	Reliable	Unclear
	Valid	Unclear
	Free of bias	Unclear. Sample size
8_Are there any other explanations of the results explored in the study?	Unclear	
9_Are any unanticipated outcomes explained?	Yes. It is emphasized that the teacher is of utmost importance in this learning model, considering that it is inherent to their role the reflection and the choice to present students with a new way of analyzing, reflecting and experiencing the practice scenarios, while included in the work setting, in affective, supportive and empathic contact in relation to the other.	

Questions

1_Is there a clear question which the study seeks to answer?	Yes. Meeting groups: development of abilities to humanize caring through the learning experience of nursing students.	
2_Is there a clear learning need which the intervention seeks to address?	Yes. The students can recognize their emotions, use their body as an indicator of what's happening to them, develop self-awareness, live in the present and integrate the person in the nursing profession, strengthening the ability to take care of others, key elements to the humanization of care.	
	Are the aims of the intervention clear and explicit and are the objectives specific, observable and achievable with the domain (knowledge, skills or attitudes) identified?	Yes
3_Is there a clear description of the educational context for the intervention?	Yes. The mental health team from Santiago, a nursing school in a particular university, requested the cooperation of the Effective Education Direction and Innovation to build a project of observation which would prove the narrow relation between the Communication and Human Interaction course and its contribution to the vocational and professional dimension of its students.	
	Does it affect a curriculum, a course, a module or a session?	Yes. Communication and Human Interaction course
	Is its place in the overall course identified?	Yes. University not defined
	Are the students described ± number, age, stage, prior knowledge of the subject?	No
	Is the setting described ± institution, physical environment?	No
	Is the setting sufficiently similar to your own and/or representative of real life?	No
4_Is the precise nature of the intervention clear?	Yes, mixed methods	
	Why was the intervention chosen?	Clear
	How was it organized, materials used (structure)?	Unclear
	How did it run in practice (process)?	Clear
	What ground was covered (content)?	112 students responded anonymously from an online Google questionnaire.
	Was the length and intensity sufficient to allow measurable change?	Unclear

5_Is the study design able to answer the question posed by the study?	Yes	
6_Are the methods within the design capable of appropriately measuring the phenomena which the intervention ought to produce?	Unclear. Interpretative	
7_Are the outcomes chosen to evaluate the intervention appropriate?	Yes. Systematic observation, meeting groups anonymous online questionnaire.	
	Reliable	Unclear
	Valid	Unclear
	Free of bias	Unclear
8_Are there any other explanations of the results explored in the study?	Yes. New lines of investigation arise regarding the acknowledgment of psycho-affective necessities of the students in the moment that they start the course, identify the most developed interpersonal abilities in the students that participated in the meeting groups at the end of the course, evaluate the effectiveness of the "teaching-learning" strategy utilized in the Communication and Human Interaction course (pre and post test) and compare the perception of students who take the same course in different campuses from the same university, to others.	
9_Are any unanticipated outcomes explained?	Yes. On the other hand, this investigation presents the challenge to systematize and document, and therefor grant scientific quality to the internal human processes, to argue and launch a project considered necessary and vital in the setting of humanized care in health contexts.	

Questions

1_Is there a clear question which the study seeks to answer?	Yes. A qualitative evaluation of an educational intervention in health improvements in nursing students.
2_Is there a clear learning need which the intervention seeks to address?	Yes. Explore the meaning of the experience and the acquired knowledge of nursing students trained in the improvement of healthcare.
	Are the aims of the intervention clear and explicit and are the objectives specific, observable and achievable with the domain (knowledge, skills or attitudes) identified? Unclear
3_Is there a clear description of the educational context for the intervention?	Yes. In "Introduction"
	Does it affect a curriculum, a course, a module or a session? Yes. The research described in this article and taken place in 2019, a sample of 21 students participated between the 1st and the 5th of July with a total of 50 class hours distributed between 41 hours of theory and 9 hours of classroom practice. Public and private hospitals were visited, ideas for improvement were developed by groups that were evaluated by indicators and presentations were taken place in front of fellow classmates. The users studied nursing in the University of the West of Scotland (United Kingdom), the Laurea University of Applied Sciences (Finland), the University of Alicante (Spain) and the University of the Peloponnese (Greece).
	Is its place in the overall course identified? No
	Are the students described ± number, age, stage, prior knowledge of the subject? Yes. Figure 1.
	Is the setting described ± institution, physical environment? Yes
	Is the setting sufficiently similar to your own and/or representative of real life? Yes
4_Is the precise nature of the intervention clear?	Yes, Qualitative study
	Why was the intervention chosen? A phenomenological approximation was carried out based on the Giorgi method by a group discussion comprised of 21 European students from four countries in July of 2019. The data was triangulated with the key informants' testimonies and with the use of specific evaluation tools for this theme. The analysis was also triangulated with

three experienced researchers that reduced the data by consensus to eight units of meaning.

How was it organized; materials used (structure)?	Clear
How did it run in practice (process)?	Clear
What ground was covered (content)?	21 nursing students from the University of the West of Scotland (United Kingdom), the Laurea University of Applied Sciences (Finland), the University of Alicante (Spain) and the University of the Peloponnese (Greece).
Was the length and intensity sufficient to allow measurable change?	Yes

5_Is the study design able to answer the question posed by the study? Yes The empowerment of nursing and the health organizations were two of the most recurrent units of meaning along with professional values such as working in groups and the humanization in cities.

6_Are the methods within the design capable of appropriately measuring the phenomena which the intervention ought to produce? Yes. A phenomenological approximation was carried out based on the Giorgi method by a group discussion comprised of 21 european students from four countries in July of 2019. The data was triangulated with the key informants' testimonies and with the use of specific evaluation tools for this theme. The analysis was also triangulated with three experienced researchers that reduced the data by consensus to eight units of meaning.

7_Are the outcomes chosen to evaluate the intervention appropriate? Yes

Reliable	Yes
Valid	Clear
Free of bias	Unclear

8_Are there any other explanations of the results explored in the study? No

9_Are any unanticipated outcomes explained? No

Supplementary material S4: *Reasons for studies' exclusion.*

Excluded	Reason for exclusion
Avila et al. [46]	Theoretical dissertation on how to educate nurses.
Casate & Corrêa [47]	Review of literature published in Brazil from 2000-2010.
González-García et al. [48]	Analysis of nurses' experiences. There is no training in humanization of healthcare.
Jiménez-Herrera et al. [49]	There is no training in humanization of healthcare.
Moreira et al. [50]	Review of theoretical studies published in Portuguese.
Muñoz-Angel. [51]	The teachers explained their own experience. There is no student narrative.
Veras et al. [52]	There is no training in humanization of healthcare.