

SECTION	ITEM	PRISMA-ScR CHECKLIST ITEM	REPORTED ON SECTION
TITLE	1	Title: Identify the report as a scoping review.	Title page: “From Medical to Health Humanities: A Cross-National Scoping Review...”
ABSTRACT	2	Structured summary: Provide a structured summary that includes (as applicable): background, objectives, eligibility criteria, sources of evidence, charting methods, results, and conclusions that relate to the review questions and objectives.	Abstract: Structured with Background, Methods, Results, Conclusions.
INTRODUCTION	3	Rationale: Describe the rationale for the review in the context of what is already known. Explain why the review questions/objectives lend themselves to a scoping review approach.	Introduction: Rationale for structural turn; limitations of existing work; justification for scoping review and non-normative framework.
	4	Objectives: Provide an explicit statement of the questions and objectives being addressed with reference to their key elements (e.g., population or participants, concepts, and context) or other relevant key elements used to conceptualize the review questions and/or objectives.	Introduction: Three explicit research questions on embedding, structural turn, and analytic tools.
METHODS	5	Protocol and registration: Indicate whether a review protocol exists; state if and where it can be accessed (e.g., a Web address); and if available, provide registration information, including the registration number.	Methods → Study design: A protocol was developed a priori following the Arksey and O’Malley framework and PRISMA-ScR guidance, and was internally reviewed by the research team. Due to the scoping and exploratory nature of this review, it was not registered.
	6	Eligibility criteria: Specify characteristics of the sources of evidence used as eligibility criteria (e.g., years considered, language, and publication status), and provide a rationale.	Methods → Eligibility criteria and study selection: Included structured MH/HH curricula (2016-2024) formally embedded in medical education in the US, Japan, or China, and linked to competencies/assessment. Excluded opinions, single

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			workshops, etc.
	7	Information sources: Describe all information sources in the search (e.g., databases with dates of coverage and contact with authors to identify additional sources), as well as the date the most recent search was executed.	Methods → Search strategy and data sources: Databases searched included PubMed, Web of Science Core Collection, ERIC, CINAHL, and CNKI, covering literature from January 1, 2016 to December 31, 2024. The most recent search was conducted on December 31, 2024; policy documents for context.
	8	Search: Present the full electronic search strategy for at least 1 database, including any limits used, such that it could be repeated.	Methods → Search strategy: Representative PubMed & CNKI strings; full strategies in Supplementary Tables S1–S5.
	9	Selection of sources of evidence: State the process for selecting sources of evidence (i.e., screening and eligibility) included in the scoping review.	Methods → Eligibility criteria and study selection: Independent screening by two reviewers, discussion, third adjudication; Figure 1.
	10	Data charting process: Describe the methods of charting data from the included sources of evidence (e.g., calibrated forms or forms that have been tested by the team before their use, and whether data charting was done independently or in duplicate) and any processes for obtaining and confirming data from investigators.	Methods → Data extraction: A standardized data extraction matrix (piloted and refined) was used. Two reviewers independently extracted data and assigned structural maturity scores; discrepancies were resolved through iterative discussion to reach consensus.
	11	Data items: List and define all variables for which data were sought and any assumptions and simplifications made.	Methods → Data extraction: Variables charted included: ethical orientation; curricular structure and embedding level (G1–G3); pedagogical modalities; assessment strategies; and referenced structural/ethical frameworks (as defined in the Methods section).
	12	Critical appraisal of individual sources of evidence: If done, provide a rationale for conducting a critical	N/A: Not performed (rationale: scoping review focuses on mapping, not quality appraisal;

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RESULTS		appraisal of included sources of evidence; describe the methods used and how this information was used in any data synthesis (if appropriate).	consistent with PRISMA-ScR guidance for exploratory reviews).
	13	Synthesis of results: Describe the methods of handling and summarizing the data that were charted.	Methods → Data synthesis: A two-stage synthesis was conducted: (1) within-case mapping of data against the G1–G3 model and a Structural Maturity Scale (which captures varying depths of institutionalization without implying a hierarchy); (2) cross-case interpretation guided by the principle of functional equivalence to identify how different curricula fulfilled shared educational functions.
	14	Selection of sources of evidence: Give numbers of sources of evidence screened, assessed for eligibility, and included in the review, with reasons for exclusions at each stage, ideally using a flow diagram.	Results → Overview of Included Studies; Presented in Figure 1: 4,140 records screened, 112 studies included (US:67, China:32, Japan:13). Main exclusion reasons: not curriculum-based, no assessment link.
	15	Characteristics of sources of evidence: For each source of evidence, present characteristics for which data were charted and provide the citations.	Results → Overview (distribution by country); full references in list.
	16	Critical appraisal within sources of evidence: If done, present data on critical appraisal of included sources of evidence (see item 12).	N/A (see item 12).
	17	Results of individual sources of evidence: For each included source of evidence, present the relevant data that were charted that relate to the review questions and objectives.	N/A. Results are presented in aggregated and synthesized form, consistent with the objectives and reporting standards of scoping reviews.
	18	Synthesis of results: Summarize and/or present the charting results as	Results: Synthesized results presented in: Figure 2A

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		they relate to the review questions and objectives.	(structural maturity by level and country), Figure 2B (ethical-institutional configurations), Figure 2C (structural tensions), and Table 1 (cross-national comparison).
DISCUSSION	19	Summary of evidence: Summarize the main results (including an overview of concepts, themes, and types of evidence available), link to the review questions and objectives, and consider the relevance to key groups.	Discussion: Framework, configurations, competence, tensions, PR-HH model; links to questions.
	20	Limitations: Discuss the limitations of the scoping review process.	Limitations: Time frame, sample, bias, reliance on publications.
	21	Conclusions: Provide a general interpretation of the results with respect to the review questions and objectives, as well as potential implications and/or next steps.	Conclusion: Interpretation, implications for global education.