

SUPPLEMENTARY FILE 2
Implementation Summary Table

Manuscript: "Learning from the Community: Early Medical Students’ Immersive Experience with Community Health Agents in Brazil"

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SUMMARY OF IMPLEMENTATION ACROSS 18 PHC UNITS

This supplementary table provides a detailed overview of the standardized implementation of the territorial immersion curriculum across all 18 Family Health Strategy (ESF) teams in Luís Eduardo Magalhães, Bahia, Brazil.

TABLE: Implementation of Standardized Territorial Immersion Curriculum

PHC Unit (ESF Team)	Total Visits	Subgroups	Students/Group	ACS Participation	Curriculum Delivered?
ESF 01 – Mimoso I	8	1	4	Yes	Yes (Complete)
ESF 02 – Jardim das Acácias	8	1	4	Yes	Yes (Complete)
ESF 03 – Santa Cruz	8	1	5	Yes	Yes (Complete)
ESF 04 – Cidade Universitária	8	1	4	Yes	Yes (Complete)

PHC Unit (ESF Team)	Total Visits	Subgroups	Students/Group	ACS Participation	Curriculum Delivered?
ESF 05 – Rosa Ferreira	8	1	4	Yes	Yes (Complete)
ESF 06 – Jardim Paraíso	8	1	4	Yes	Yes (Complete)
ESF 07 – Vista Alegre	8	1	4	Yes	Yes (Complete)
ESF 08 – Aracruz	8	1	5	Yes	Yes (Complete)
ESF 09 – Florais Léa Cordeiro	8	1	4	Yes	Yes (Complete)
ESF 10 – Flamengo	8	1	4	Yes	Yes (Complete)
ESF 11 – Vereda Tropical	8	1	5	Yes	Yes (Complete)
ESF 12 – Jardim Alvorada	8	1	4	Yes	Yes (Complete)
ESF 13 – Luar do Cerrado	8	1	4	Yes	Yes (Complete)

PHC Unit (ESF Team)	Total Visits	Subgroups	Students/Group	ACS Participation	Curriculum Delivered?
ESF 14 – Tropical Ville	8	1	5	Yes	Yes (Complete)
ESF 15 – Veredinha	8	1	4	Yes	Yes (Complete)
ESF 16 – Jardim Vitória	8	1	4	Yes	Yes (Complete)
ESF 17 – Santa Luzia	8	1	4	Yes	Yes (Complete)
ESF 18 – Jardim América	8	1	4	Yes	Yes (Complete)
TOTALS	144	18	76	100%	100%

KEY PARAMETERS:

1. **Total Students:** 76 first-year medical students
2. **Group Composition:** Subgroups of 4-5 students each
3. **Visit Structure:** 8 supervised visits per subgroup over 8 months
4. **PHC Coverage:** All 18 Family Health Strategy teams in the municipality
5. **ACS Engagement:** 100% participation of Community Health Agents as co-educators
6. **Curriculum Fidelity:** Identical pedagogical sequence delivered across all sites

CURRICULUM SEQUENCE (Standardized across all units):

1. **Preparatory theoretical module** (classroom)
2. **Orientation visit** to assigned PHC unit
3. **Supervised territorial immersion activities:**
 - Community walks with ACS
 - ACS-accompanied household visits
 - Community mapping exercises
 - Anonymized photovoice documentation
4. **Structured reflective consolidation:**
 - Daily reflective journals
 - Guided reflection circles with ACS and faculty
 - Final synthesis presentations

METHODOLOGICAL NOTES:

- **Allocation:** Student subgroups were systematically assigned to ensure pedagogical diversity and equitable distribution across PHC units.
- **Standardization:** While specific community contexts varied, the core educational design, activity types, duration, and ACS co-educator role were consistently applied.
- **Supervision:** All field activities were directly supervised by faculty members, with ACS serving as local experts and cultural guides.
- **Documentation:** Data were derived solely from routine pedagogical documentation (reflective journals, circle summaries, faculty field notes).

RELATION TO MAIN MANUSCRIPT:

This table supplements the description in the "Standardized implementation across the PHC network" section (Section 3) and Table 1 of the main manuscript, providing additional implementation details for editorial transparency.

CONTACT FOR CLARIFICATION:

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