

Throughout the curriculum, it is assumed that one faculty member will provide the education for a given module. The way this curriculum is structured, different faculty members could provide education for different modules. Additionally, because much of the curriculum is discussion-based, more than one faculty member could jump in to provide discussion. Senior residents could potentially have a hand in facilitating modules and sessions. This curriculum is eminently flexible; a faculty member could choose to ignore the suggested sessions for a module and collapse a module into one session, or choose to expand it to multiple sessions in order to provide additional instruction and discussion. A session could be as short or as long as the faculty member desires.

Aside from reading articles outside of class, most of the work will be done in the classroom in order to accommodate busy resident schedules. Though the curriculum could be adapted for 3rd year medical students, it is best suited for psychiatry residents. However, though the handouts, pre- and post-tests, vignettes and discussions will take place in class, it is also an option to challenge students to complete a larger project outside class, especially in regards to module 5, which consists largely of Sheryl Fleisch's community psychiatry slides. Students can use this module as a jumping off point to catalyze change in community mental health.

This curriculum is unique in that it has a wealth of articles to choose from. Though some articles, cited in the outline, are heavily suggested, every module has additional optional articles by Dr. Richard C. Christensen to assign, all of which can be found in the article guide. Because this is a memorial curriculum honoring his vast body of work, articles in the booklet can be distributed openly and reprinted for students in that booklet format, per the permission of the journals that originally published the articles. Though UF Psychiatry faculty have produced content for the curriculum and assigned additional articles, they kept Dr. Richard C. Christensen's spirit and focus in mind in the production of the curriculum. His articles and work are the curriculum's heart and soul.