

PERT CHART

- **Development of the Interdisciplinary Curriculum in Ethics**
As previously described, the ultimate objective of the CEE program is to develop an explicitly highlighted interdisciplinary curriculum in clinical ethics. In light of the natural enrichment generated by interaction of ethicists and clinicians in diverse health care disciplines, proposals will be developed and implemented for incorporating clinical ethics components throughout the hospital system.
- **A Series of Sponsored Programmed Meetings**
Interested clinicians and medical students will attend a regularly scheduled forum on clinical ethics to share their respective insights and efforts in the study of ethics. These seminars, administered jointly by the Associate Director for Clinical Affairs and the Associate Director for Educational Affairs, will address issues in ethical theory and the application of that theory to problems in the applied fields.

TIME AND TASK CHARTS

The use of a time and task chart represents one common and successful means of clearly communicating the methodology section in your proposal. This visual device segments your total project into manageable steps and lets your reviewers know exactly what you will be doing—and when. It says to the reviewers that you are organized, and that you have really thought out the major steps of your project. It lets them know you have done significant planning and are not just proposing a wild whim. It lets them look at a road map of the territory you plan to cover. Finally, the time and task chart represents a clear, one-page, visual summary of the entire methodology section. It would, for example, be a logical addition to the end of the bioethics methodology section described above.

Many different types of time and task charts can be used. A number of examples follow.

The activities that constitute each phase were described earlier in the proposal. The first type of chart shown, exhibit 50, is suitable only for giving a quick overview of major project elements, provided that the project phases are easily grasped by the reviewers.

The milestone chart, exhibit 51, indicates what (action items), who (persons responsible), and when (time in months). In essence it presents a visual summary of the project methodology.

Exhibit 52 illustrates how work effort will vary over time. Note that the project director will spend full time during summer months and part time during the fall.

ACTIVITY*	PROJECT MONTHS				
	One	Two	Three	Four	Five
Phase I	=====				
Phase II	=====	=====			
Phase III		=====	=====		
Phase IV			=====	=====	

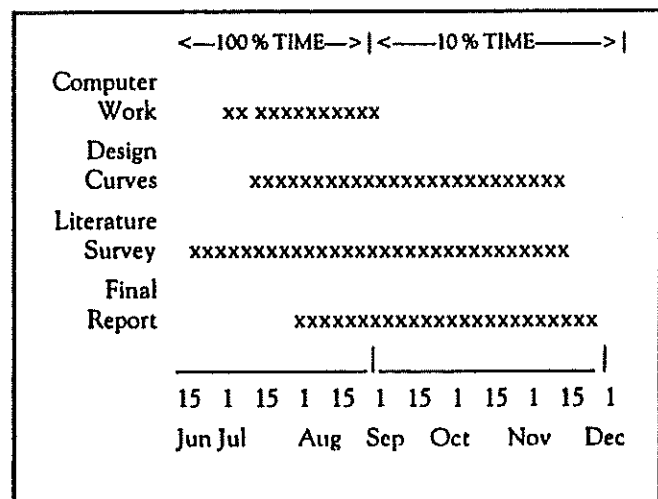
SAMPLE TIME SCHEDULE

EXHIBIT 50

PROJECT: Training Volunteers		
Action Items	Persons Responsible	Time in Months 1 2 3 4 5 6
I. Training the Trainers A. Alpha		
A. Hire Trainers		•
B. Conduct Training Sessions		••
C. Test Trainees		•
II. Recruit Volunteers B. Bravo		
A. Issue Press Release		•
B. Contact Referral Sources		••
C. Interview Volunteers		•
III. Train Volunteers C. Charlie		
A. Classroom Experiences		••
B. Field Experiences		•••
C. Critique		•••

MILESTONE CHART

EXHIBIT 51



SCHEDULE CHART

EXHIBIT 52

EXAMPLE OF TIMELINE

ACTIVITY	MONTH	1	2	3	4	5	6	7	8	9	10	11	12
1. Hire a program coordinator.		_____											
2. Recruit two social workers.			_____										
3. Identify elders with priority needs to be addressed.				_____									
4. Begin implementation with persons needing immediate assistance.					_____	_____	_____	_____	_____	_____	_____	_____	_____ (ongoing)
5. Purchase equipment and materials for office.			_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
6. Hire social services support staff.					_____	_____	_____	_____	_____	_____	_____	_____	_____
7. Develop individual service plans to meet needs of each homebound person.							_____	_____	_____	_____	_____	_____	_____
8. Fully implement social services program.										_____	_____	_____	_____ (ongoing)

■ Tips for Writing the Methods Component

- Tie the methods to your objectives and to your need statement.
- Ensure that methods are congruent with resources requested in the budget.
- Explain the rationale for choosing your methods; talk in terms of research findings, expert opinion, and your own past experience with similar programs.
- State what facilities and capital equipment will be available for the project.
- Build various phases of activities on one another to move effort toward the desired results. Include a timeline.
- Be sure to discuss who will be served and how they will be chosen.
- Don't assume the reviewer knows more than he/she does about the project.

Develop your methods by completing Worksheet 4.1. Then use the Sample Methods Component to write your own methods section for your proposal. Use the Methods Review Questions to review your methods, just as you did for the need statement and your goals and objectives.

HELPFUL HINT

The length of the methods section of a proposal varies depending on the size of the project being undertaken. A general rule is to give the funder a clear picture of all the important steps you will take to accomplish each objective you have indicated in your goals and objectives section. Government proposals often expect considerably more information than other funders for this part of the proposal.