

## Syllabus

### Course Overview

You are likely familiar with many different government agencies, nonprofit organizations, and for-profit businesses in your community. They provide programs, services, and products across a wide spectrum of disciplines and specialties, each one uniquely designed for a specific niche. Often, their programs are developed to meet a community need.

This course will give you the opportunity to examine the process of how these programs are formed in government agencies, nonprofit organizations, and for-profit businesses. While being passionate about a social problem may provide inspiration to the work, actually developing a program requires planning, support from others, and funding. Typically, a community needs assessment is the foundation to support the need for a program.

As a program is in development, a logic model can assist in telling the story of the program. As programs are being proposed or are implemented, stakeholders and funders will want to know about program effectiveness. So, integrated in your learning of program development is program evaluation. In this course, you will get to learn and develop skills regarding each of these processes.

In your work in human services, you may have participated in a program's evaluation by providing feedback or data. These program evaluations are essential for quality assurance and in securing funding. As a human service leader, you would be expected to have knowledge of and skill in how to design and conduct a program evaluation. There are three types of program evaluation: standards-based, outcomes-based, and process-based. Through your readings, and using a Riverbend City multimedia scenario, you will study these types of program evaluation, discuss them, and apply them in assignments.

Throughout the course, there are media pieces to help explain complicated concepts and apply them in scenarios. In addition, the course has integrated the themes of diversity related to inclusion and cultural sensitivity, and of ethics; specifically, the National Organization of Human Services' Ethical Standards for Human Services Professionals.

### Program Journey

Click **Human Services Program Journey** to view a useful map that will guide you throughout your program. This map gives you an overview of all the steps required to complete your degree and outlines the resources that will support you along the way.

### Identity Profile

Throughout your program, you will be strengthening your identity as a human services professional. Click **Identity Profile** to view a special interactive tool that has been designed for you to document your progress. This profile, which will appear in courses throughout your program, is a dedicated space for you to journal your growth and personal effectiveness as a professional. It will also provide opportunities for you to share your progress and accomplishments with your peers.

## Reference

National Organization of Human Services. (n.d.). Ethical standards for human services professionals. Retrieved from <http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>

## Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply systematic review of needs assessment for specific populations.
- 2 Design human services programs using various program design theories.
- 3 Assess program effectiveness using various program evaluation approaches.
- 4 Examine the ethical implications of different approaches to program development and evaluation.
- 5 Communicate in a manner that is scholarly, professional, and respectful of the diversity, dignity, and integrity of others, consistent with expectations for members of the human services profession.

## Course Prerequisites

*There are no prerequisites for this course.*

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

### Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

eBook

Sylvia, R. D., & Sylvia, K. M.(2012). *Program planning and evaluation for the public manager* (4th ed.). Long Grove, IL: Waveland Press, Inc. ISBN: 9781577667780.

## Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Ackermann, F., & Eden, C. (2011). [Strategic management of stakeholders: Theory and practice](#). *Long Range Planning*, 44(3), 179–196.
- Alfes, K., Shantz, A., & Bailey, C. (2016). [Enhancing volunteer engagement to achieve desirable outcomes: What can non-profit employers do?](#) *Voluntas*, 27(2), 595–617.
- Baden-Fuller, C., & Morgan, M. S. (2010). [Business models as models](#). *Long Range Planning*, 43(2–3), 156–171.
- Brown, V. (2015). [Using the social ecological model to inform community needs assessments](#). *Journal of Family and Consumer Sciences*, 107(1), 45–51.
- Chung, S. Y. (2015). [Foundational concepts for conducting program evaluations](#). *Performance Improvement Quarterly*, 27(4), 77–96.
- Finifter, D. H., Jensen, C. J., Wilson, C. E., & Koenig, B. L. (2005). [A comprehensive, multitiered, targeted community needs assessment model: Methodology, dissemination, and implementation](#). *Family & Community Health*, 28(4), 293–306.
- Helmsing, A. H. J. (2015). [Conditions for social entrepreneurship](#). *International Journal of Social Quality*, 5(1), 51–66.
- International Society for Technology in Education. (2013). [Who needs a needs assessment?](#) *Learning & Leading with Technology*, 40(8), 27.
- Kaplan, S. A., & Garrett, K. E. (2005). [The use of logic models by community-based initiatives](#). *Evaluation and Program Planning*, 28(2), 167–172.
- LeRoux, K., & Langer, J. (2016). [What nonprofit executives want and what they get from board members](#). *Nonprofit Management and Leadership*, 27(2), 147–164.
- McLaughlin, J. A., & Jordan, G. B. (1999). [Logic models: A tool for telling your program's performance story](#). *Evaluation and Program Planning*, 22(1), 65–72.
- O'Connor, M. K., & Netting, F. E. (2009). [Organization practice: A guide to understanding human service organizations \(2nd ed.\)](#). Hoboken, NJ: Wiley.
- Royse, D., & Badger, K. (2015). [Needs assessment planning: Starting where you are](#). *Australian Social Work*, 68(3), 364–374.
- Shaw, E., & Carter, S. (2007). [Social entrepreneurship: Theoretical antecedents and empirical analysis of entrepreneurial processes and outcomes](#). *Journal of Small Business and Enterprise Development*, 14(3), 418–434.
- Sridharan, S., & Nakaima, A. (2011). [Ten steps to making evaluation matter](#). *Evaluation and Program Planning*, 34(2), 135–146.
- Tent, D. A. (2015). [Social entrepreneurship](#). *Studia Universitatis Babeş-Bolyai. Studia Europaea*, 60(4), 97–108.
- Van Melle, E. (2016). [Using a logic model to assist in the planning, implementation, and evaluation of educational programs \[PDF\]](#). *Academic Medicine*, 91(10), 1464.

## External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Ayres, C. (2012). [A guide to writing an effective executive summary \[PDF\]](#). In *A risk communication assessment – Tools and techniques* (Appendix E). Portsmouth, VA: Navy and Marine Corps Public Health Center. Retrieved from [http://www.med.navy.mil/sites/nmcphc/Documents/environmental-programs/risk-communication/Appendix\\_E\\_AGuideToWritingAnEffectiveExecutiveSummary.pdf](http://www.med.navy.mil/sites/nmcphc/Documents/environmental-programs/risk-communication/Appendix_E_AGuideToWritingAnEffectiveExecutiveSummary.pdf)
- Centers for Disease Control and Prevention, The Division of STC Prevention. (n.d.). [Identifying the components of a logic model \[PDF\]](#). Retrieved from <https://www.cdc.gov/std/Program/pupestd/Components%20of%20a%20Logic%20Model.pdf>
- Department of Health and Human Services, National Resource Center. (n.d.). [Leading a nonprofit organization: Tips and tools for executive directors and team leaders \[PDF\]](#). Dare Mighty Things, LLC. [www.daremightythings.com](http://www.daremightythings.com). Retrieved from [http://strengtheningnonprofits.org/resources/guidebooks/Leading\\_a\\_Nonprofit\\_Organization.pdf](http://strengtheningnonprofits.org/resources/guidebooks/Leading_a_Nonprofit_Organization.pdf)
- Fritz, J. (2017, July 6). [How to write a successful executive summary](#). Retrieved from <https://www.thebalance.com/how-to-write-the-executive-summary-of-your-grant-proposal-2501963>
- Holm-Hansen, C. (2007). [Tips for conducting program evaluation \[PDF\]](#). *Ethical Issues*, (12), 2–4. Retrieved from <https://www.wilder.org/Wilder-Research/Publications/Studies/Program%20Evaluation%20and%20Research%20Tips/Ethical%20Issues%20-%20Tips%20for%20Conducting%20Program%20Evaluation%20Issue%2012,%20Fact%20Sheet.pdf>
- James, G. (n.d.). [How to write a compelling executive summary](#). Retrieved from <https://www.inc.com/geoffrey-james/how-to-write-a-compelling-executive-summary.html>
- League of Women Voters. (n.d.). [The legal framework of transparency and accountability within the context of privatization](#). Retrieved from <http://lwv.org/content/legal-framework-transparency-and-accountability-within-context-privatization>
- McGrath, J., & Clifton, J. (n.d.). [Top 10 influential business models](#). Retrieved from <http://money.howstuffworks.com/5-influential-business-models.htm>
- Mirabile, C. (2015, February 10). [One page that matters](#). Retrieved from <https://www.inc.com/christopher-mirabile/one-page-that-matters.html>
- National Conference of State Legislatures. (2017, September 21). [Overview – Center for Ethics in Government](#). Retrieved from <http://www.ncsl.org/research/ethics/ehitics-overview.aspx>
- National Council of Nonprofits. (n.d.). [Code of ethics for nonprofits](#). Retrieved from <https://www.councilofnonprofits.org/tools-resources/code-of-ethics-nonprofits>
- National Council of Nonprofits. (n.d.). [What is a "nonprofit"?](#) Retrieved from <https://www.councilofnonprofits.org/what-is-a-nonprofit>
- National Organization for Human Services. (n.d.). [Ethical standards for human services professionals](#). Retrieved from <http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>
- Schilling, B. (2016, September 6). [3 major differences between government and nonprofit accounting](#). Retrieved from <https://www.capitalbusiness.net/resources/3-major-differences-government-nonprofit-accounting>
- [United States Office of Government Ethics](#). (n.d.). Retrieved from <https://www.oge.gov>

## Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

### Library

The following suggested readings may be available in the Capella University Library. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service.

- LaFlamme, M. A. Q. (2007). Towards a progressive discourse on community needs assessment: Perspectives from collaborative ethnography and action research. *Progressive Librarian*, (29), 55–62, 85–86.
- Sousa, J. (2010). [Program-logic model](#). In A. J. Mills, G. Durepos & E. Wiebe (Eds.), *Encyclopedia of case study research* (pp. 744–746). Thousand Oaks, CA: Sage. doi:10.4135/9781412957397.n275

### Optional

## Projects

### Project >> New Program Initiatives

#### Project Overview

As a human services leader, you will encounter community needs and be asked to develop and evaluate programs designed to meet those needs.

This course project begins with exploring the community needs assessment process and projected outcomes (u05a1). The work of the community needs assessment identifies areas for which programs could be designed to address these needs. To illustrate the community need and how to address it, you will create a logic model.

Since programs can be designed in multiple arenas, you will have an opportunity to consider each context of practice: a government agency, a nonprofit organization, and a for-profit business. The first type of program that you will propose is within a government agency (u07a1).

This is followed by the Appraisal of Proposals assignment (u09a1), in which you will present two program proposals, including program evaluations, one for a program designed in a nonprofit organization, and one for a

program designed in a for-profit business. Then, you will take the role of the government employee assessing whether to contract or fund these proposals for a new program.

This course project provides a comprehensive approach to support inclusion in addressing issues of diversity and emphasize ethical practices.

## Unit 1 >> The Integrated Processes of Program Evaluation and Design

### Introduction

You are familiar with government agencies, nonprofit organizations, and for-profit businesses in your community. These entities provide products and services. Often, these products and services are bundled into programs that are aimed to meet a perceived need. While passion can lead to initiating a program, a process is needed for developing the program to meet the community need. Often, this requires a conceptual understanding of the community need and a potential intervention.

In this unit, you will read about systems theory as one conceptual underpinning for program development. While you may be initiating a new program locally, others may have already developed interventions and programs related to a similar community need. What interventions are working, and why? Research and program evaluation become part of the planning process. In determining what intervention would be used in relation to a community problem, the research literature is often reviewed for standards of practice, best practices, culturally competent practices, and innovations in the field.

In this unit, you will be introduced to these ideas through your readings, including the Ethical Standards for Human Services Professionals (NOHS, n.d.), and through a Riverbend City multimedia scenario. This will introduce you to the key ideas that you will be discussing this week and that you will continue to learn more about in future units.

### Reference

National Organization of Human Services. (n.d.). Ethical standards for human services professionals. Retrieved from <http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>

## Learning Activities

### u01s1 - Studies

## Readings

Use your *Program Planning and Evaluation for the Public Manager* text to read the following:

- Chapter 1, "Systems Concepts," pages 14–37.
- Chapter 9, "A Ten-Point Checklist for Program Evaluators," pages 209–212.

**Note:** Page numbers listed correspond to the table of contents listing in the digital version of this text.

Use the Capella library to read the following:

- Sridharan, S., & Nakaima, A. (2011). [Ten steps to making evaluation matter](#). *Evaluation and Program Planning*, 34(2), 135–146.

Use the Internet to read the following:

- National Organization for Human Services. (n.d.). [Ethical standards for human services professionals](#). Retrieved from <http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>

## Course Resources

The following Campus and Capella University Library resources may be of help to you in this course:

- [Capella University Library](#).
- [Tour the Library \[Video\]](#).
- [HMSV5314: Program Development and Evaluation in Human Services Library Guide](#).
- [How Do I Find Peer-Reviewed Articles?](#) Be sure to search for recent articles (published no more than five or six years ago).
- [Literature Review](#).
- [Introduction to the Writing Center](#).
- [APA Module \[Video\]](#).
- [APA Style and Format](#).
- [Smarthinking Tutoring](#). A Web-based tutoring service, Smarthinking offers custom critiques of your papers as well as real-time chats with online tutors, all free of charge to you as a Capella learner. Plan ahead to use these services, as the turnaround time for feedback can be 24–48 hours.
- [View Your Grades \[PDF\]](#).

### u01s1 - Learning Components

- Apply theory to community social problems.
- Demonstrate comprehension of the Ethical Standards for Human Service Professionals.

- Demonstrate comprehension of the National Organization of Human Services' code of ethics regarding accessible and culturally sensitive approaches.

## u01s2 - Preparation for the Unit 3 Assignment

As you orient to the course, you should review the syllabus. You will notice that your first assignment, due in Unit 3, is the Program Evaluation assignment (u03a1). Recognize that a significant portion of the research for this assignment is incorporated in the content and learning from Units 1–3. If you are struggling to understand the concepts from these units, please contact your instructor.

Take time now to read the assignment instructions and scoring guide to prepare for this assignment. If you need additional clarification about the assignment after you have reviewed the assignment instructions and the scoring guide, use the "Ask the Instructor" discussion to pose your questions.

## u01s2 - Learning Components

- Apply theory to community social problems.
- Demonstrate comprehension of the Ethical Standards for Human Service Professionals.
- Apply tenets of diversity and inclusion to a simulation scenario regarding accessible and culturally sensitive approaches used in program evaluation.
- Demonstrate comprehension of the National Organization of Human Services' code of ethics regarding accessible and culturally sensitive approaches.
- Communicate using professional tone and APA style and format.

## u01s3 - Riverbend City: HPDP Program Design

Throughout this course, you will use the Riverbend City multimedia scenario to support your learning. Your first Riverbend City media presentation will help you learn about creating a health promotion and disease prevention plan (HPDP) for a diverse population.

- Click **Riverbend City: HPDP Program Design** to complete this multimedia presentation.

### Course Resources

Riverbend City: HPDP Program Design

## u01d1 - Highlighting a Local Program

Identify one program in your hometown or a local community. In your overview of this program, indicate the type of entity that hosts this program: a government agency, a nonprofit organization, or a for-profit business. Utilize systems theory as you describe the services or products that are specific to this program, as well as what perceived need this program addresses. After completing this summary, describe how well you think this program serves the community, and why.

## Response Guidelines

Respond to two fellow learners with posts that are supported with reputable sources; local Web sites and newspapers would be appropriate for this discussion. Your writing must comply with APA style and format, and be consistent with expectations for the human services profession.

In each response post, describe a program that is available locally that addresses the same perceived need as the one your peer identified. In your analysis, utilize systems theory to compare and contrast approaches in regard to their effectiveness and in serving the locality's unique population diversity.

### Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

### u01d1 - Learning Components

- Apply theory to community social problems.
- Apply tenets of diversity and inclusion to a simulation scenario regarding accessible and culturally sensitive approaches used in program evaluation.
- Communicate using professional tone and APA style and format.

## u01d2 - Ethics in Program Development and Program Evaluation

In this unit, you have been assigned to complete a Riverbend City scenario, Riverbend City: HPDP Program Design. This scenario takes you through various portions of the program design process. In addition, you have been assigned to read the Ethical Standards for Human Services Professionals.

For this discussion, present at least two professional standards and their application in this scenario. To do this, choose the professional standards and describe how each is linked to specific behaviors and interactions in the

Riverbend City scenario. Were these ethical standards maintained or were these behaviors and interactions more questionable?

## Response Guidelines

Respond to two fellow learners with posts that are supported with reputable sources; local Web sites and newspapers would be appropriate for this discussion. Your writing must comply with APA style and format, and be consistent with expectations for the human services profession.

In each response post, acknowledge how well your peer described the ethical standards that he or she applied to the Riverbend City scenario. Address what questions you have regarding the linkages or whether other ethical standards may also apply to that specific interaction.

### Course Resources

Graduate Discussion Participation Scoring Guide

[Ethical Standards for Human Services Professionals](#)

[Riverbend City: HPDP Program Design](#) | [Transcript](#)

### u01d2 - Learning Components

- Demonstrate comprehension of the Ethical Standards for Human Service Professionals.
- Apply tenets of diversity and inclusion to a simulation scenario regarding accessible and culturally sensitive approaches used in program evaluation.
- Demonstrate comprehension of the National Organization of Human Services' code of ethics regarding accessible and culturally sensitive approaches.
- Communicate using professional tone and APA style and format.

## Unit 2 >> Program Evaluation: Standards-Based and Outcomes-Based

### Introduction

As a human services leader, you will receive requests for information about your program and its effectiveness. You might feel that your program is doing well, but how do you know? Does the program do what it says it will do? How can others know if your program is working? How will referral sources and clients learn about the program's success rate? How will funders know that their money is being used to provide high-quality programming?

Program evaluation is a critical process to ensure the sustainability of a program. Stakeholders often rely on program evaluation to determine the value and the quality of a program. In this unit, you will learn about the general processes of program evaluation through a media presentation. The readings from the textbook will be of two

program evaluation types: standards-based evaluation and outcomes-based evaluation. Since program evaluations are supported often with logic models, you will be introduced to this communication tool through readings.

## Learning Activities

### u02s1 - Studies

## Readings

Use your *Program Planning and Evaluation for the Public Manager* text to read the following:

- Chapter 4, "Standards-Based Evaluation: Matching Operations to Expectations," pages 85–100.
- Chapter 6, "Conducting an Outcome Evaluation," pages 125–149.

Use the Capella library to read the following:

- Chyung, S. Y. (2015). [Foundational concepts for conducting program evaluations](#). *Performance Improvement Quarterly*, 27(4), 77–96.
- Van Melle, E. (2016). [Using a logic model to assist in the planning, implementation, and evaluation of educational programs \[PDF\]](#). *Academic Medicine*, 91(10), 1464.

Use the Internet to read the following:

- Holm-Hansen, C. (2007). [Tips for conducting program evaluation \[PDF\]](#). *Ethical Issues*, (12), 2–4. Retrieved from <https://www.wilder.org/Wilder-Research/Publications/Studies/Program%20Evaluation%20and%20Research%20Tips/Ethical%20Issues%20-%20Tips%20for%20Conducting%20Program%20Evaluation%20Issue%2012,%20Fact%20Sheet.pdf>

## Multimedia

- Click **Program Evaluation Process** to view the four distinct phases or steps of an evaluation process.

## Suggested Readings

You are encouraged to use the Capella library to read the following:

- Sousa, J. (2010). Program-logic model. In A. J. Mills, G. Durepos & E. Wiebe (Eds.), *Encyclopedia of case study research* (pp. 744–746). Thousand Oaks, CA: Sage. doi:10.4135/9781412957397.n275

Course Resources

Program Evaluation Process

## u02s1 - Learning Components

- Apply ethical perspectives to a simulation scenario regarding conducting program evaluation.
- Integrate knowledge of outcomes-based program evaluation.
- Integrate knowledge of standards-based program evaluation.

## u02s2 - Preparation for the Unit 3 Assignment

In Unit 3, you will be completing the Program Evaluation assignment (u03a1). Take time now to review the assignment's instructions and scoring guide. Recognize that a significant portion of the research for this assignment is incorporated in the content and learning from Units 1–3.

If you are struggling to understand the concepts from these units, please contact your instructor. If you need additional clarification about the assignment after you have reviewed the assignment instructions and the scoring guide, use the "Ask the Instructor" discussion to pose your questions.

## u02s2 - Learning Components

- Apply ethical perspectives to a simulation scenario regarding conducting program evaluation.
- Demonstrate comprehension of the Ethical Standards for Human Service Professionals.
- Apply tenets of diversity and inclusion to a simulation scenario regarding accessible and culturally sensitive approaches used in program evaluation.
- Relate outcomes-based program evaluation to an application.
- Relate standards-based program evaluation to an application.
- Communicate using professional tone and APA style and format.
- Conduct a literature search regarding accessibility and culturally sensitive approaches.

## u02d1 - Standards-Based Program Evaluation for a Local Program

What would be an appropriate standards-based program evaluation for the local program that you presented in your Unit 1 discussions? What aspects of the program lend themselves to standards-based program evaluation, and why? By chance, does the program already have an accessible standards-based program evaluation on the Web site or in print? If so, what does it tell you about how well the program is working?

*Remember:* The standards-based program evaluation is not the same as the outcomes-based program evaluation.

## Response Guidelines

Respond to two fellow learners with posts that are supported with reputable sources; local Web sites and newspapers would be appropriate for this discussion. Your writing must comply with APA style and format, and be consistent with expectations for the human services profession.

In each peer response, identify key elements of the standards-based program evaluation and assess whether they are represented in the learner's initial post.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u02d1 - Learning Components

- Integrate knowledge of standards-based program evaluation.
- Relate standards-based program evaluation to an application.
- Communicate using professional tone and APA style and format.

## **u02d2 - Outcomes-Based Program Evaluation for a Local Program**

What would be an appropriate outcomes-based program evaluation for the local program that you presented in your Unit 1 discussions? What aspects of the program lend themselves to outcomes-based program evaluation, and why? By chance, does the program already have an outcomes-based program evaluation accessible on its Web site or in print? How does it evaluate the program?

*Remember:* The outcomes-based program evaluation is different from the standards-based program evaluation.

## **Response Guidelines**

Respond to two fellow learners with posts that are supported with reputable sources; local Web sites and newspapers would be appropriate for this discussion. Your writing must comply with APA style and format, and be consistent with expectations for the human services profession.

In each peer response, identify key elements of the outcomes-based program evaluation and assess whether they are represented in the learner's initial post.

Course Resources

Graduate Discussion Participation Scoring Guide

## u02d2 - Learning Components

- Integrate knowledge of outcomes-based program evaluation.
- Relate outcomes-based program evaluation to an application.
- Communicate using professional tone and APA style and format.

## Unit 3 >> Program Evaluation: Process-Based Evaluation

### Introduction

"This could be done better."

The initial comment may come by way of a disgruntled person's phone call, a complaint in the suggestion box, or through a satisfaction survey. When clients, staff, referral sources, or funders have this perception of a program's services, this problem and its related services need to be addressed. Next come the questions ...

- What should be done to make this aspect of the program experience better?
- What processes are involved with the stated problem?
- Who are the categories of people that are most involved in and informed of these processes?
- Who are the beneficiaries of addressing the problem?

This is how process-based program evaluation is initiated. It is different from the types of program evaluation you learned about last week. Nevertheless, process-based program evaluations can lead to changes in the program that would have a positive impact on program evaluation results from standards-based or outcomes-based approaches.

In this unit, you will learn through your readings and discussion about process-based evaluation and stakeholder perspectives. In the Riverbend City multimedia presentation, you will have the opportunity to see a nonprofit leader meeting stakeholder information needs by using all three types of program evaluation. Then, you will apply your learning to this scenario in the Program Evaluation assignment (u03a1), due at the end of the unit.

### Learning Activities

#### u03s1 - Studies

## Readings

Use your *Program Planning and Evaluation for the Public Manager* text to read the following:

- Chapter 5, "Monitoring and Improving Internal Processes," pages 101–122.

Use the Capella library to read the following:

- Ackermann, F., & Eden, C. (2011). [Strategic management of stakeholders: Theory and practice](#). *Long Range Planning*, 44(3), 179–196.

## Suggested Reading

You are encouraged to use the Capella library to read the following:

- LaFlamme, M. A. Q. (2007). Towards a progressive discourse on community needs assessment: Perspectives from collaborative ethnography and action research. *Progressive Librarian*, (29), 55–62, 85–86.

### u03s1 - Learning Components

- Integrate knowledge of process-based program evaluation.
- Apply ethical perspectives to a simulation scenario regarding conducting program evaluation.
- Relate process-based program evaluation to an application.
- Apply tenets of diversity and inclusion to a simulation scenario regarding accessible and culturally sensitive approaches used in program evaluation.
- Relate outcomes-based program evaluation to an application.
- Relate standards-based program evaluation to an application.

### u03s2 - Riverbend City: A Day in the Life of a Human Services Leader

Program evaluations are critical in communicating to stakeholders about how well the program is working. This Riverbend City presentation presents requests for information that require standards-based evaluations, outcomes-based evaluations, and process-based evaluations.

- Click **Riverbend City: A Day in the Life of a Human Services Leader** to complete this multimedia presentation.

#### Course Resources

Riverbend City: A Day in the Life of a Human Services Leader

### u03a1 - Program Evaluation

As a program director of an existing program, you would have the responsibility of conducting program evaluations. The Riverbend City scenario, *A Day in the Life of a Human Services Leader*, provides some insight into how a program director may need to conduct different types of program evaluations to meet different requests for information. This assignment will give you an opportunity to evaluate the three types of program evaluation to determine how the program is most effective in meeting the needs of a specific population.

In addition, a program director would adhere to ethical standards. For this assignment, you will critique the program director's application of two ethical standards from the National Organization of Human Services in relation to these program evaluations.

## Instructions

For this assignment, write a 6–8 page paper on program evaluation, based upon the Riverbend City scenario presented in this unit's study. Distinguish the three different types of program evaluation and identify each of their functions, goals, and processes. Use the Riverbend City scenario to highlight specifically how these different program evaluations are being used and critique how multiple stakeholder perspectives are integrated to meet specific population needs, and how ethics are maintained in the process.

Be sure to include the following:

- Identify three types of program evaluation that were presented in the Riverbend City scenario.
  - Describe the three types of program evaluation and their application in the Riverbend City scenario.
- Assess the program, utilizing the three types of program evaluations from the Riverbend City scenario.
- Examine ethical issues that arise in program evaluation, using at least two ethical standards from the National Organization of Human Services.
- Critique each program evaluation's use of multiple stakeholders' perspectives in determining their effectiveness for meeting the needs of special populations.

Your work should integrate the Riverbend City media presentation along with references to your required readings. You are encouraged to support this paper with additional reputable sources.

## Submission Requirements

To complete this assignment successfully, your paper will need to meet the following specifications:

- **Page length:** Write a 6–8 page paper.
- **Communication:** Use professional academic writing and apply current APA format and style appropriately.
- **Resources:** Support your work with a minimum of 4 reputable sources. Required readings are to be used. Additional reputable sources are recommended.
- **Font and size:** Times New Roman, 12 point.

Refer to the Program Evaluation Scoring Guide to ensure that you meet the grading criteria for this assignment.

Submit your paper as attachment to this assignment. It is required for your assignment to be graded.

[Ethical Standards for Human Services Professionals](#)

[APA Style and Format](#)

[HMSV5314: Program Development and Evaluation in Human Services Library Guide](#)

[Riverbend City: A Day in the Life of a Human Services Leader](#) | Transcript

### **u03d1 - Process-Based Program Evaluation**

Drawing on your life experience, recall a time when you were involved with a program. Your role in the program could have been as a staff person, volunteer, or client.

Describe the program and an internal process in that program that might have been perceived as problematic. Recommend a potential process evaluation that would monitor or improve the process. Support your recommendation with a logical rationale for how the process evaluation would be linked to the perceived problem. In your initial post, be clear as to your role in the agency and in relation to the specific program. Also, discuss the roles of the primary stakeholders that are involved in the process.

### **Response Guidelines**

Respond to two fellow learners with posts that are supported with reputable sources; local Web sites and newspapers would be appropriate for this discussion. Your writing must comply with APA style and format, and be consistent with expectations for the human services profession.

In each peer response, discuss your perception of the problem, present other processes and how other stakeholders would be involved with those processes, and identify who the beneficiaries of improving this aspect of the program are.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

- Integrate knowledge of process-based program evaluation.
- Relate process-based program evaluation to an application.
- Communicate using professional tone and APA style and format.

## Unit 4 >> Community Needs Assessment

### Introduction

Have you ever been out with colleagues, family, or friends talking about the things of your daily life? The discussion ranges from the kids' grades and teachers, the local teams, cell phone service, the weather, etcetera. In the midst of the discussion, someone raises a concern about your community. A couple of others build on how it is a problem. Then, someone makes a declaration, "What our community needs is 'X'!"

The example above is a casual approach to a problem, which will garner limited support in launching a new program. What is needed is a formal and systematic process, known as the community needs assessment. The community needs assessment is used to move from the intuitive sense that there is a perceived community problem into facts and statistics.

Then, research is required, to gather data about the extent of the problem, the populations affected, current resources and approaches that address this problem, and recommendations of what may work best in the locality. The reports tend to be used to garner support and secure funding. So, the community needs assessment is a critical report that supports moving from some casual ideas into program planning and development.

In this unit, you will learn about the community needs assessment, including its related tasks, theory application, and reporting format. The Riverbend City: Needs Assessment multimedia presentation highlights the process and some of its implications. In the discussions, you will apply your knowledge to this Riverbend City scenario and critique a scholarly journal article of a community needs assessment.

### Learning Activities

#### u04s1 - Studies

## Readings

Use the Capella library to read the following:

- Brown, V. (2015). [Using the social ecological model to inform community needs assessments](#). *Journal of Family and Consumer Sciences*, 107(1), 45–51.
- International Society for Technology in Education. (2013). [Who needs a needs assessment?](#) *Learning & Leading with Technology*, 40(8), 27.
- Finifter, D. H., Jensen, C. J., Wilson, C. E., & Koenig, B. L. (2005). [A comprehensive, multitiered, targeted community needs assessment model: Methodology, dissemination, and implementation](#). *Family & Community Health*, 28(4), 293–306.

- Royse, D., & Badger, K. (2015). [Needs assessment planning: Starting where you are](#). *Australian Social Work*, 68(3), 364–374.

#### u04s1 - Learning Components

- Examine how to conduct a community needs assessment.
- Apply theory to community social problems.

#### **u04s2 - Preparation for the Unit 5 Assignment**

In Unit 5, you will be completing the Community Needs Assessment assignment (u05a1). This assignment builds upon your learning of communities and diversity. If you are struggling with these concepts, please be in contact with your instructor.

To orient yourself to the assignment, take time now to read the assignment instructions and scoring guide. If you need additional clarification about the assignment after you have reviewed the assignment instructions and the scoring guide, use the "Ask the Instructor" discussion to pose your questions.

#### u04s2 - Learning Components

- Examine how to conduct a community needs assessment.
- Apply theory to community social problems.
- Conduct a literature search regarding issues of diversity and accessible and culturally sensitive approaches to community needs.
- Conduct a literature search regarding a perceived community problem.

#### **u04s3 - Riverbend City: Needs Assessment**

For your Riverbend City presentation this week, you will complete a simulation where the community demographic has changed, and an assessment has been conducted to determine the most pressing needs.

- Click **Riverbend City: Needs Assessment** to complete this multimedia presentation.

#### Course Resources

Riverbend City: Needs Assessment

## u04d1 - Community Needs Assessment in Riverbend City

Based on the Riverbend City: Needs Assessment media scenario in this unit, apply systems theory to analyze the community needs assessment process to identify its strengths and weaknesses. Also, provide additional recommendations to address these weaknesses.

### Response Guidelines

Respond to two fellow learners with posts that are supported with reputable sources; your required readings would be appropriate for this discussion. Your writing must comply with APA style and format, and be consistent with expectations for the human services profession.

In each response, analyze how the recommendations address weaknesses of the community needs assessment related to issues of diversity, inclusion, or ethics.

#### Course Resources

Graduate Discussion Participation Scoring Guide

[Riverbend City: Needs Assessment](#) | [Transcript](#)

[APA Style and Format](#)

#### u04d1 - Learning Components

- Examine how to conduct a community needs assessment.
- Demonstrate comprehension of the Ethical Standards for Human Service Professionals.
- Apply theory to community social problems.
- Conduct a literature search regarding issues of diversity and accessible and culturally sensitive approaches to community needs.
- Apply tenets of diversity and inclusion regarding accessible and culturally sensitive approaches.
- Communicate using professional tone and APA style and format.

## u04d2 - Community Needs Assessment for a Specific Population

Using the Capella library and the Summon search engine, locate a current article that presents a community needs assessment related to a specific population. This is best done by using quotes around "community needs assessment" and including the specific population that you are interested in as your search terms. The article

should be no more than five years old. In your own words, provide a summary of the article and its findings. Then, critique the community needs assessment process by identifying the various steps and hallmarks of a community needs assessment. To conclude your post, critique the article's findings in relation to any weaknesses in the research implementation.

Be sure to include a link to your chosen article in your post.

## Response Guidelines

Respond to two fellow learners with posts that are supported with reputable sources. In addition, reviewing each article yourself would be appropriate for this discussion. Your writing must comply with APA style and format, and be consistent with expectations for the human services profession.

In each response post, examine your peer's summary and critique. Discuss what other information you would want the fellow learner or the article's author(s) to provide to support the article's findings. In addition, analyze the learner's research recommendations and whether you agree with them and their rationale.

### Course Resources

Graduate Discussion Participation Scoring Guide

[Summon](#)

[Capella University Library](#)

### u04d2 - Learning Components

- Examine how to conduct a community needs assessment.
- Conduct a literature search regarding issues of diversity and accessible and culturally sensitive approaches to community needs.
- Demonstrate comprehension of the National Organization of Human Services' code of ethics regarding accessible and culturally sensitive approaches.
- Apply tenets of diversity and inclusion regarding accessible and culturally sensitive approaches.
- Communicate using professional tone and APA style and format.
- Integrate reputable literature that represents accessible and culturally sensitive approaches related to diversity issues for a needs assessment plan.

## Unit 5 >> Program Planning

### Introduction

Once you have identified a community problem, it is time to do something about it. The community needs assessment, along with system theory, provides a foundation to develop a program theory to address this problem.

While reviewing the literature on how other communities have dealt with a similar problem will be helpful, you need to be attentive to your specific locality, its accessibility to services, and its diversity. With all of these ideas swirling in your head, you will need more than good intentions and passion to launch a new initiative. You will need a plan and a way to quickly and simply express it to others. The logic model is a graphical way to present the conceptualization of this new program.

In this unit, you will learn through readings and discussions about moving from a community needs assessment into the planning phase, as well as the significance and practical application of the logic model. These will also be demonstrated in the Community Needs Assessment assignment (u05a1).

## Learning Activities

### u05s1 - Studies

## Readings

Use your *Program Planning and Evaluation for the Public Manager* text to read the following:

- Chapter 2, "Planning: The Often-Ignored Function," pages 38–64.

Use the Capella library to read the following seminal works regarding logic modeling in relation to program evaluation and development:

- Kaplan, S. A., & Garrett, K. E. (2005). [The use of logic models by community-based initiatives](#). *Evaluation and Program Planning*, 28(2), 167–172.
- McLaughlin, J. A., & Jordan, G. B. (1999). [Logic models: A tool for telling your program's performance story](#). *Evaluation and Program Planning*, 22(1), 65–72.

Use the Internet to read the following:

- Centers for Disease Control and Prevention, The Division of STC Prevention. (n.d.). [Identifying the components of a logic model \[PDF\]](#). Retrieved from <https://www.cdc.gov/std/Program/pupestd/Components%20of%20a%20Logic%20Model.pdf>

## Multimedia

- Click **Theory of Logic Change Model** to view the logic model, a tool that facilitates effective program planning, implementation, and evaluation.

### u05s1 - Learning Components

- Examine how to conduct a community needs assessment.
- Apply theory to community social problems.
- Review literature on logic modeling and its role and function in program design and evaluation.
- Illustrate logic modeling for a community needs assessment.

### **u05d1 - Logic Modeling: Moving From Community Needs Assessment to Program Planning**

In this unit, you are completing your Community Needs Assessment assignment (u05a1). As part of that assignment, you need to create a logic model. In this discussion, describe the interrelatedness of the community needs assessment, program planning, and logic modeling. To complete your initial post, self-assess your strengths and areas needing improvement in creating a logic model for a new program.

## Response Guidelines

Respond to two fellow learners with posts that are supported with reputable sources; required readings and outside sources would be appropriate for this discussion. Your writing must comply with APA style and format, and be consistent with expectations for the human services profession.

In each peer response, examine how systems theory can be applied to logic modeling. In addition, provide feedback to the learner regarding his or her self-assessment in addressing issues of diversity, inclusion, and ethics in the program planning process.

### Course Resources

### Graduate Discussion Participation Scoring Guide

### [APA Style and Format](#)

### u05d1 - Learning Components

- Examine how to conduct a community needs assessment.
- Apply theory to community social problems.
- Communicate using professional tone and APA style and format.
- Review literature on logic modeling and its role and function in program design and evaluation.

## u05a1 - Community Needs Assessment

As a human services leader, you have expertise in your community and have a sense of services and programs that it may need. While you may notice trends and changes, a more structured approach to gathering and analyzing this information will be required if you hope to launch a new program to address a need. In this paper, you will identify a perceived unmet need in your local community and use it to present a proposed community needs assessment and its projected results.

You will identify the various components of the community needs assessment and their contributions to the process. To provide a visual graphic of your community needs assessment, you will create a logic model, presenting the various components and how they interact with one another. Since human services leaders need to maintain ethical standards and be attentive to diversity, both of these content areas should be integrated into your community needs assessment design.

## Instructions

Write a 4–5 page paper identifying a social problem that is perceived as an unmet need in your local community. Utilizing this topic as context, design a proposed community needs assessment and its projected results. Present the components of community needs assessment and a preliminary application. Highlight issues of ethics, as well as diversity and inclusion.

These ideas are to be communicated in the narrative along with a graphic representation. Create a logic model, which is a specific type of flowchart for graphically presenting this information, to demonstrate your understanding of community needs assessment. Include your logic model as an appendix to your paper.

Be sure to address the following in your paper:

- Present a social problem that appears to be an unmet need in your local community.
- Propose a community needs assessment regarding potential programming to address this social problem.
- Discuss how the community needs assessment addresses accessibility and cultural sensitivity to promote inclusion of diverse populations.
- Project some community needs assessment results, based on your research in the required readings and other reputable sources.

Support your paper with the required readings and other reputable sources.

## Submission Requirements

To complete this assignment successfully, your paper will need to meet the following specifications:

- **Page length:** Write a 4–5 page paper.
- **Communication:** Use professional academic writing and apply current APA format and style appropriately.
- **Resources:** Support your work with a minimum of 7 reputable sources. Required readings are to be integrated. Use reputable sources to validate your local community need by including local news and local

agency information and reports. Reputable sources may include peer-reviewed journals to validate projected results.

- **Font and size:** Times New Roman, 12 point.

Refer to the Community Needs Assessment Scoring Guide to ensure that you meet the grading criteria for this assignment.

Submit your paper as attachment to this assignment. It is required for your assignment to be graded.

## Course Resources

[HMSV5314: Program Development and Evaluation in Human Services Library Guide](#)

[How Do I Find Peer-Reviewed Articles?](#)

[APA Style and Format](#)

## Unit 6 >> Selling the Program: Authorization and Funding

### Introduction

You have a great new idea for a program to address a local community problem. You have taken time to assess the community need and pull together a preliminary plan.

As you draw your plans, you recognize that this program will need people and products to provide services. Once you start looking at those needs, you begin to develop a potential operating budget and are able to project start-up costs. In addition, the new program will need to comply with current laws and strive to provide innovation, best practices, and culturally competent practices. In the end, you come to realize that to have your dream become a reality, you will need support and funding to launch this program.

In this unit's reading and discussions, you will learn about issues regarding garnering support, securing funding, and cost-benefit analysis.

### Learning Activities

#### u06s1 - Studies

### Readings

Use your *Program Planning and Evaluation for the Public Manager* text to read the following:

- Chapter 3, "Getting the Program Authorized and Funded," pages 65–84.
- Chapter 8, "Cost-Benefit Analysis," pages 181–208.

#### u06s1 - Learning Components

- Apply theory to community social problems.
- Translate a community needs assessment into opportunities for program development.

#### **u06s2 - Preparation for the Unit 7 Assignment**

In the next unit, you will be completing the Program Development for a Government Agency assignment (u07a1). This will draw upon your community needs assessment as well as your readings and learning on program development to date, with the sole focus being on the unique context of the practice of a government agency. If you are struggling with any of these concepts, please contact your instructor.

To orient yourself to the assignment, take time now to read the assignment instructions and scoring guide. If you need additional clarification about the assignment after you have reviewed the assignment instructions and the scoring guide, use the "Ask the Instructor" discussion to pose your questions.

#### u06s2 - Learning Components

- Translate a community needs assessment into opportunities for program development.
- Examine government as a unique context of practice for program development.
- Identify accessible and culturally sensitive approaches in a program design.
- Identify types of program evaluation used in government agencies.
- Communicate using professional tone and APA style and format.
- Apply program design models for program development in government agencies.
- Conduct a literature search of accessible and culturally sensitive approaches in a program design.

#### **u06d1 - Garnering Support**

As you are planning your new program, you need to identify stakeholders who are key in garnering support for it. The focus here is not on funding, but support from collaborators to validate your cause or your professional abilities to launch this program. In this discussion, identify multiple groups of stakeholders, how their support validates your program, and your strategy for garnering support from them.

# Response Guidelines

Respond to two fellow learners with posts that are supported with reputable sources; local Web sites and newspapers would be appropriate for this discussion. Your writing must comply with APA style and format, and be consistent with expectations for the human services profession.

In each peer response, evaluate your peer's list of stakeholders and approaches to garner support. Discuss whether these approaches address diversity, inclusion, and ethics.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

[Ethical Standards for Human Services Professionals](#)

## u06d1 - Learning Components

- Translate a community needs assessment into opportunities for program development.
- Identify accessible and culturally sensitive approaches in a program design.
- Demonstrate comprehension of the Ethical Standards for Human Service Professionals.
- Communicate using professional tone and APA style and format.
- Identify ethical issues related to program development.

## u06d2 - Securing Funding

While your new program may be able to do some good with donations and volunteers, most new programs need start-up funds. In this discussion, present two options for securing funding for your program, their requirements for application, and the utility of the cost-benefit analysis in this process.

# Response Guidelines

Respond to two fellow learners with posts that are supported with reputable sources, including your required readings. Your writing must comply with APA style and format, and be consistent with expectations for the human services profession.

In each peer response, critique the choice of funding options in relation to the program. Considering the stakeholder perspective of the funder, how well does the new program align with the funder's areas of interest and mission? In addition, offer one additional recommendation for securing funding, along with a rationale for it.

## Graduate Discussion Participation Scoring Guide

## u06d2 - Learning Components

- Apply theory to community social problems.
- Translate a community needs assessment into opportunities for program development.
- Communicate using professional tone and APA style and format.

**Unit 7 >> Programs in Government Agencies and Departments****Introduction**

As a human services professional, you are aware of the unique context of practice for a government agency. At some point in your career, you may even have worked for the government. The rules and regulation for working in the government support transparency and provide accountability to the government and the people. Often, this requires additional scrutiny from the public and the press. To address these issues, there are systems of checks and balances to monitor and assess activities, expenditures, and ethical behavior.

Through the readings and discussions in this unit, you will learn the unique context of a government agency as a host to a new program, along with ethical concerns. In addition, you will complete your Program Development for a Government Agency assignment (u07a1).

**Learning Activities****u07s1 - Studies****Readings**

Use the Capella library to read the following seminal overview of the three types of entities that host programs:

- O'Connor, M. K., & Netting, F. E. (2009). [\*Organization practice: A guide to understanding human service organizations \(2nd ed.\)\*](#). Hoboken, NJ: Wiley.
  - Chapter 1, "Human Service Practice in a Diverse Organizational Landscape," pages 3–40.

Use the Internet to read the following:

- National Conference of State Legislatures. (2017, September 21). [Overview – Center for Ethics in Government](#). Retrieved from <http://www.ncsl.org/research/ethics/ehitics-overview.aspx>
- [United States Office of Government Ethics](#). (n.d.). Retrieved from <https://www.oge.gov>

- Schilling, B. (2016, September 6). [3 major differences between government and nonprofit accounting](https://www.capitalbusiness.net/resources/3-major-differences-government-nonprofit-accounting). Retrieved from <https://www.capitalbusiness.net/resources/3-major-differences-government-nonprofit-accounting>
- League of Women Voters. (n.d.). [The legal framework of transparency and accountability within the context of privatization](http://lwv.org/content/legal-framework-transparency-and-accountability-within-context-privatization). Retrieved from <http://lwv.org/content/legal-framework-transparency-and-accountability-within-context-privatization>

## u07s1 - Learning Components

- Translate a community needs assessment into opportunities for program development.
- Examine government as a unique context of practice for program development.
- Identify types of program evaluation used in government agencies.
- Identify ethical issues related to program development.

## u07s2 - Riverbend City: The Local News Special

Your Riverbend City multimedia presentation this week concerns program responses to a community need. These include programs in government agencies, nonprofit agencies, and for-profit businesses.

- Click **Riverbend City: The Local News Special** to complete this multimedia presentation. You will learn different programmatic approaches being employed to tackle a community issue and hear perspectives that will be useful as you work on the Unit 7 assignment to develop a program to address a social problem and unmet community need.

### Course Resources

Riverbend City: The Local News Special

## u07a1 - Program Development for a Government Agency

As a human services leader, you are aware, through direct or indirect work, of a government agency's unique context of practice. Developing a program within a government agency presents its unique challenges and resources.

This paper will give you the opportunity to practice how to develop a program within a government agency. This program should address the social problem and unmet community need you previously identified in the Unit 5

assignment (u05a1), regarding your local community. Utilizing your needs assessment information, you will provide a rationale for the need for this program and describe how it will meet this need.

Since good program design comes with strong program evaluation, you will also determine an appropriate program evaluation strategy for your program. The government program that you, as a civil servant, design must address issues of diversity and inclusion and maintain ethical standards. To further validate and support your proposal, you will use reputable sources.

## Instructions

Write a 3–5 page proposal to develop a program for a government agency. Recognizing the unique resources and context of a government agency, develop a program to address the need you presented in your community needs assessment (in Unit 5). Highlight key components of the community needs assessment that support the need for the new program, and address how the new program addresses this need. In the proposal, include an appropriate strategy for program evaluation. Integrate ethics, as well as issues of diversity and inclusion. Support your proposal with the required course readings and other reputable sources.

To complete this assignment successfully, be sure to address the following:

- Design a program within a government agency to address your previously identified (u05a1) community need.
- Determine an appropriate program evaluation type for this program.
- Present how the program integrates accessible and culturally sensitive approaches to address issues of diversity and inclusion.
- Examine ethical considerations in developing and implementing this government program.

Support your paper with the required readings and other reputable sources.

## Submission Requirements

To complete this assignment successfully, your paper will need to meet the following specifications:

- **Page length:** Write a 3–5 page paper.
- **Communication:** Use professional academic writing and apply current APA format and style for citations and references.
- **Resources:** Support your work with a minimum of 10 reputable sources, including required readings and other scholarly or professional sources such as peer-reviewed journals.
- **Font and size:** Times New Roman, 12 point.

Refer to the Program Development for a Government Agency Scoring Guide to ensure that you meet the grading criteria for this assignment.

Submit your paper as attachment to this assignment. It is required for your assignment to be graded.

## u07d1 - Initiating a New Program in a Government Agency

Discuss what local government agency or department would be the primary stakeholder for hosting the new program that you are designing for this week's assignment. Support your choice with rationale and literature from the field.

## Response Guidelines

Respond to two fellow learners with posts that are supported with reputable sources; local Web sites and newspapers would be appropriate for this discussion. Your writing must comply with APA style and format, and be consistent with expectations for the human services profession.

In each response, identify at least one other government agency or department that would be a supportive stakeholder in the new program presented by your peer. Support your choice with rationale and literature from the field.

### Course Resources

[Graduate Discussion Participation Scoring Guide](#)

### u07d1 - Learning Components

- Apply theory to community social problems.
- Translate a community needs assessment into opportunities for program development.
- Examine government as a unique context of practice for program development.
- Communicate using professional tone and APA style and format.
- Apply program design models for program development in government agencies.

## Unit 8 >> Programs in Nonprofit Organizations

### Introduction

In your life experiences, you have regular interactions with nonprofit organizations. Nonprofit organizations work for the greater public good. They include charities, schools and educational programming, scientific research and medical practice, religious groups and their outreach services, as well as the arts. In this work to serve a public purpose, some nonprofit organizations partner with the government as collaborators or contractors to implement programs. As a human service professional, your career may include serving as staff in a nonprofit organization or in a government agency working with staff from a contracted nonprofit organization.

As a human service leader launching a new program, you may decide to form a new nonprofit, or you may be considering piloting the program in an existing nonprofit. In either case, you would need to understand the unique context of that practice. If the program may receive government funding or collaboration, you would need to differentiate between the nonprofit organization's resources and challenges, and how they differ from those of a government agency.

In this unit, you will learn from your readings and discussions about the nonprofit organization: its structure and its required practices, including ethical aspects. These will be further supported by listening to a media presentation from Dr. Lynn K. Jones about the types of nonprofit organizations and their issues in relation to strategic planning. These learning activities are to support you in developing a nonprofit program proposal as part of the Appraisal of Proposals assignment (u09a1) next week.

## Learning Activities

### u08s1 - Studies

## Readings

Use the Capella library to read the following:

- Alfes, K., Shantz, A., & Bailey, C. (2016). [Enhancing volunteer engagement to achieve desirable outcomes: What can non-profit employers do?](#) *Voluntas*, 27(2), 595–617.
- LeRoux, K., & Langer, J. (2016). [What nonprofit executives want and what they get from board members.](#) *Nonprofit Management and Leadership*, 27(2), 147–164.

Use the Internet to read the following:

- National Council of Nonprofits. (n.d.). [Code of ethics for nonprofits](#). Retrieved from <https://www.councilofnonprofits.org/tools-resources/code-of-ethics-nonprofits>
- National Council of Nonprofits. (n.d.). [What is a "nonprofit"?](#) Retrieved from <https://www.councilofnonprofits.org/what-is-a-nonprofit>
- Department of Health and Human Services, National Resource Center. (n.d.). [Leading a nonprofit organization: Tips and tools for executive directors and team leaders \[PDF\]](#). Dare Mighty Things, LLC. [www.daremightythings.com](http://www.daremightythings.com). Retrieved from [http://strengtheningnonprofits.org/resources/guidebooks/Leading\\_a\\_Nonprofit\\_Organization.pdf](http://strengtheningnonprofits.org/resources/guidebooks/Leading_a_Nonprofit_Organization.pdf)

## Multimedia

- Click **Strategic Planning for Nonprofits** to listen to Dr. Lynne K. Jones describe the different types of nonprofit organizations and their program-specific planning needs.

## Course Resources

### Strategic Planning for Nonprofits

#### u08s1 - Learning Components

- Examine the nonprofit organization as a unique context of practice for program development.
- Translate a community needs assessment into opportunities for intervention for nonprofit organizations.
- Apply program design models utilized in a nonprofit organization.
- Communicate using professional tone and APA style and format.
- Examine appropriate program evaluation approaches for program designs within a nonprofit organization.
- Integrate reputable literature for accessible and culturally sensitive approaches for program design in nonprofit organizations.
- Identify ethical issues related to program development within a nonprofit organization.

#### **u08s2 - Preparation for the Unit 9 Assignment**

In the next unit, you will complete the Appraisal of Proposals assignment (u09a1). This assignment draws upon your Community Needs Assessment assignment (u05a1) and your reading and learning on program evaluation and program development in various settings (in a government agency, a nonprofit organization, or a for-profit business). If you are struggling with any of these concepts, please contact your instructor.

To orient yourself to the assignment, take time now to read the assignment instructions and scoring guide. If you need additional clarification about the assignment after you have reviewed the assignment instructions and the scoring guide, use the "Ask the Instructor" discussion to pose your questions.

#### u08s2 - Learning Components

- Apply theory to connect community needs to interventions and programming.
- Translate a community needs assessment into opportunities for intervention for nonprofit organizations.
- Translate a community needs assessment into opportunities in for-profit businesses.
- Communicate using professional tone and APA style and format.
- Identify accessible and culturally sensitive approaches for diverse populations for a program design within a nonprofit organization.
- Integrate reputable literature for accessible and culturally sensitive approaches for program design in nonprofit organizations.

## u08d1 - The Benefits and Challenges of Nonprofit Organizations

This discussion is intended to help you grapple with the benefits and challenges of the structure of your proposal for a new program in a nonprofit organization. Based upon your community problem, identify a type of nonprofit organization that would be an appropriate host for your program. Provide a rationale for your choice. Then, complete your initial post with at least two benefits and one challenge for adopting a nonprofit organization model for your program.

### Response Guidelines

Respond to two fellow learners with posts that are supported with reputable sources; local Web sites and newspapers would be appropriate for this discussion. Your writing must comply with APA style and format, and be consistent with expectations for the human services profession.

In each peer response, recommend an alternative type of nonprofit organization that could be an appropriate host for this new program. Provide a rationale for your choice. In addition, compare and contrast your peer's choice of organization with yours, focusing on whether this type of nonprofit would have the same or different benefits and challenges.

#### Course Resources

#### Graduate Discussion Participation Scoring Guide

#### u08d1 - Learning Components

- Examine the nonprofit organization as a unique context of practice for program development.
- Translate a community needs assessment into opportunities for intervention for nonprofit organizations.
- Apply program design models utilized in a nonprofit organization.
- Communicate using professional tone and APA style and format.
- Examine appropriate program evaluation approaches for program designs within a nonprofit organization.
- Identify ethical issues related to program development within a nonprofit organization.

## u08d2 - Nonprofit Organizations That Address a Community's Social Problem

Identify two nonprofit organizations that are addressing the community problem that you identified in your community needs assessment. Describe, in your own words, the program within each nonprofit organization that addresses this community problem. The nonprofit organization may take a different approach to programming than your own. Critique how well these two nonprofits address diversity and inclusion in the implementation of the program.

# Response Guidelines

Respond to two fellow learners with posts that are supported with reputable sources; local Web sites and newspapers would be appropriate for this discussion. Your writing must comply with APA style and format, and be consistent with expectations for the human services profession.

In each peer response, relate what similar programs in nonprofit organizations are available in your locality. Indicate what challenges and approaches these local programs take to address diversity and inclusion.

## Course Resources

### Graduate Discussion Participation Scoring Guide

#### u08d2 - Learning Components

- Apply theory to connect community needs to interventions and programming.
- Examine the nonprofit organization as a unique context of practice for program development.
- Communicate using professional tone and APA style and format.
- Identify accessible and culturally sensitive approaches for diverse populations for a program design within a nonprofit organization.
- Integrate reputable literature for accessible and culturally sensitive approaches for program design in nonprofit organizations.

## Unit 9 >> For-Profit Businesses

### Introduction

The United States is a capitalist society. A vital portion of our economy is the for-profit business. These businesses offer a wide range of services. Their success is based upon their ability to offer goods and services that meet the current market's needs. The businesses that keep up with the constantly changing market trends will succeed. Those businesses that do not make a profit are bound to fail.

Different for-profit businesses run under different structures, with different practices and processes. They can offer the same programs and services as nonprofits. In addition, they can collaborate and contract with the government in providing goods and services to support daily operations of the government, but also for specific programs.

As a human service leader, you should consider how a for-profit business model will work for your program. Your program utilizing a for-profit business model can take a similar approach to your other proposals, or opt to address a different aspect of the same community problem.

In this unit, you have readings and a discussion to support you in learning the basics of planning a program within a for-profit business.

## Learning Activities

### u09s1 - Studies

## Readings

Use the Capella library to read the following:

- Baden-Fuller, C., & Morgan, M. S. (2010). [Business models as models](#). *Long Range Planning*, 43(2–3), 156–171.

Use the Internet to read the following:

- McGrath, J., & Clifton, J. (n.d.). [Top 10 influential business models](http://money.howstuffworks.com/5-influential-business-models.htm). Retrieved from <http://money.howstuffworks.com/5-influential-business-models.htm>

### u09s1 - Learning Components

- Examine program designs used in a for-profit business.
- Translate a community needs assessment into opportunities in for-profit businesses.
- Apply program design models used in a for-profit business model.
- Identify ethical issues related to program development within a for-profit business.
- Examine appropriate program evaluation approaches for program designs within a for-profit business.
- Identify accessible and culturally sensitive approaches for diverse populations in a program within a for-profit business.
- Integrate reputable literature for accessible and culturally sensitive approaches for program design in a for-profit business.

### u09a1 - Appraisal of Proposals

Government agencies often partner with the private sector to address community needs. This assignment provides an opportunity for you to view the process from multiple perspectives. In this case, suppose the government has released a request for proposals from the private sector to address the community need you identified in your Community Needs Assessment assignment (u05a1). For-profit businesses and nonprofit agencies are encouraged to apply. You will develop a proposal from each of these models for program development.

Then, taking the government reviewer perspective, you will determine which proposal seems to best fit the government's perspective in meeting this community need. This will allow you to critique the proposals not only in their general potential for success, but also specifically in relation to diversity and inclusion of special populations.

# Instructions

For this assignment, write two proposals for new programs and an appraisal from a government agency perspective of your two proposals.

- One proposal will be a program with a for-profit business model.
- One proposal will be a program with a nonprofit organization model.

Each new program proposal should be 3–5 pages and present an initiative to address the need presented from your community needs assessment (from u05a1). Each proposal should highlight key components of the community needs assessment that support the need for the new program and how the new program addresses this need. Each proposal should include an appropriate strategy for program evaluation and address issues of diversity and inclusion.

The appraisal should be a 2–3 page synopsis and critique of each of the two programs, including how well each addresses the social problem, how well it meets the community need for diverse populations, and what the ethical considerations of a government agency are, in contracting or in funding the proposal.

All of this work should be supported by the required course readings and other reputable sources.

To successfully complete this assignment, you will need to do the following:

- Nonprofit Proposal:
  - Design a program for a nonprofit organization to address your identified community need (from u05a1).
  - Identify a type of program evaluation that would be appropriate for a nonprofit organization's program.
- For-Profit Proposal:
  - Design a program for a for-profit business to address your identified community need (from u05a1).
  - Identify a type of program evaluation that would be appropriate for a for-profit business's program.
- Appraisal:
  - Complete an appraisal comparing and contrasting the two programs from a government perspective.
  - Critique how well the programs address the social problem.
  - Examine how well the programs address issues of diversity and inclusion.
  - Explain ethical considerations of government funding or contracting in relation to each proposal.

## Submission Requirements

To complete this assignment successfully, your paper will need to meet the following specifications:

- **Page length:** Your paper should be 5–10 pages overall, comprising a portfolio of these 3 documents:
  - The Nonprofit Proposal.
  - The For-Profit Proposal.
  - The Appraisal.
- **Communication:** Communicate using professional academic writing and apply current APA format and style appropriately. Communicate in a manner that is scholarly, professional, and respectful of the diversity,

dignity, and integrity of others, consistent with expectations of the human services profession.

- **Resources:** Support your work with a minimum of 15 reputable sources, including required readings and other scholarly or professional sources such as peer-reviewed journals.
- **Font and size:** Times New Roman, 12 point.

Refer to the Appraisal of Proposals Scoring Guide to ensure that you meet the grading criteria for this assignment.

Submit your paper as attachment to this assignment. It is required for your assignment to be graded.

Course Resources

[APA Module \[Video\]](#)

[APA Style and Format](#)

[HMSV5314: Program Development and Evaluation in Human Services Library Guide](#)

## **u09d1 - For-Profit Business Opportunities**

Based upon your community needs assessment, you have identified a specific community problem. In this discussion, present at least two opportunities for-profit businesses could support in addressing this community problem. Provide a rationale that links the for-profit business, its program (of a service and/or product), and the community problem.

## **Response Guidelines**

Respond to two fellow learners with posts that are supported with reputable sources; local Web sites and newspapers would be appropriate for this discussion. Your writing must comply with APA style and format, and be consistent with expectations for the human services profession.

In each peer response, describe one additional opportunity in which a for-profit business could help address this community problem.

Course Resources

Graduate Discussion Participation Scoring Guide

- Examine program designs used in a for-profit business.
- Apply theory to connect community needs to interventions and programming.
- Translate a community needs assessment into opportunities in for-profit businesses.
- Communicate using professional tone and APA style and format.
- Identify ethical issues related to program development within a for-profit business.

## Unit 10 >> Reflections on Program Development and Program Evaluation

### Introduction

At this point, you have learned about program evaluation and development and have had the opportunity to develop a foundation of skills. Throughout the quarter, you have been developing program proposals to address a perceived community need.

You have proposed a program for a government agency, a program for a nonprofit organization, and a program for a for-profit business. While you were developing these program proposals, you may have felt confined by the unique context of practice for each of these host entities. To address the limitation of the individual context, you may wish to consider if this program could benefit from a different structure, such as a public-private partnership or social entrepreneurship.

As the course is coming to a close, it is time to share your ideas with others by discussing your executive summary for your program proposal with your peers. While you may provide stakeholders the whole program proposal, often the proposal is accompanied by an executive summary, which highlights the key aspects of the program.

In this unit, the readings will support your learning on social entrepreneurship and how to write an executive summary. In the discussion, you will write an executive summary and consider the application of social entrepreneurship to these programs. In the other discussion, you will reflect on your skills, abilities, and strengths in program evaluation and development, along with your areas for improvement.

### Learning Activities

#### u10s1 - Studies

## Readings

Use the Capella library to read the following:

- Helmsing, A. H. J. (2015). [Conditions for social entrepreneurship](#). *International Journal of Social Quality*, 5(1), 51–66.

- Shaw, E., & Carter, S. (2007). [Social entrepreneurship: Theoretical antecedents and empirical analysis of entrepreneurial processes and outcomes](#). *Journal of Small Business and Enterprise Development*, 14(3), 418–434.
- Tent, D. A. (2015). [Social entrepreneurship](#). *Studia Universitatis Babeş-Bolyai. Studia Europaea*, 60(4), 97–108.

Use the Internet to read the following:

- Ayres, C. (2012). [A guide to writing an effective executive summary \[PDF\]](#). In *A risk communication assessment – Tools and techniques* (Appendix E). Portsmouth, VA: Navy and Marine Corps Public Health Center. Retrieved from [http://www.med.navy.mil/sites/nmcphc/Documents/environmental-programs/risk-communication/Appendix\\_E\\_AGuideToWritingAnEffectiveExecutiveSummary.pdf](http://www.med.navy.mil/sites/nmcphc/Documents/environmental-programs/risk-communication/Appendix_E_AGuideToWritingAnEffectiveExecutiveSummary.pdf)
- Fritz, J. (2017, July 6). [How to write a successful executive summary](#). Retrieved from <https://www.thebalance.com/how-to-write-the-executive-summary-of-your-grant-proposal-2501963>
- James, G. (n.d.). [How to write a compelling executive summary](#). Retrieved from <https://www.inc.com/geoffrey-james/how-to-write-a-compelling-executive-summary.html>
- Mirabile, C. (2015, February 10). [One page that matters](#). Retrieved from <https://www.inc.com/christopher-mirabile/one-page-that-matters.html>

#### u10s1 - Learning Components

- Examine contexts of practice and models for program development.
- Apply theories regarding a perceived community need to a related proposed program design.
- Integrate knowledge of executive summaries.

#### u10d1 - Executive Summary

Of the three programs that you have proposed, choose the one that you wish to present. In 250–500 words, write an executive summary of that proposal. Even in an executive summary, it is appropriate to cite others' work. Write your full executive summary within this discussion post; do not provide it as an attachment.

### Response Guidelines

Respond to two fellow learners with posts that are supported with reputable sources; your required readings and scholarly work would be appropriate for this discussion. Your writing must comply with APA style and format, and be consistent with expectations for the human services profession.

In each peer response, critique your peer's choice by highlighting strengths and raising concerns. The critique should include feasibility as well as diversity and inclusion. To complete your response, evaluate whether a social entrepreneurship would be a viable option and support your determination with a rationale.

### u10d1 - Learning Components

- Examine contexts of practice and models for program development.
- Apply theories regarding a perceived community need to a related proposed program design.
- Integrate knowledge of executive summaries.
- Communicate with a professional tone, using appropriate APA style and format.
- Apply knowledge of executive summaries.

### **u10d2 - Self-Assessment of Program Development and Program Evaluation Competencies**

This course has taken you through the process of recognizing a community need, proposing a program to address it, and determining evaluation approaches for this program. You have learned new knowledge. As you consider the tasks required throughout the program development and program evaluation processes, you may have come to know more about yourself, your skills, and your abilities.

In this discussion, reflect on and articulate a self-assessment of your strengths and weaknesses regarding program development and program evaluation. Highlight any ethical challenges you foresee for yourself if you engage in program development and program evaluation. Also, present strategies to strengthen your skills and abilities and to overcome these ethical challenges.

## Response Guidelines

Respond to two fellow learners with posts that are supported with reputable sources; local Web sites and newspapers would be appropriate for this discussion. Your writing must comply with APA style and format, and be consistent with expectations for the human services profession.

In each peer response, offer one strategy or resource that could be beneficial in addressing an area of improvement or an ethical challenge. Provide a rationale explaining this strategy or resource, linking it to a specific area of improvement or a specific ethical challenge.

### Course Resources

Graduate Discussion Participation Scoring Guide

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### u10d2 - Learning Components

- Examine contexts of practice and models for program development.
- Apply theories regarding a perceived community need to a related proposed program design.