

APPROPRIATE DESIGN FOR  
PROGRAM EVALUATION

ETHICAL  
ISSUES &  
CULTURAL  
COMPETENCY

JACOB CAMPBELL, LICSW  
HERITAGE UNIVERSITY

SPRING 2020

SOWK 460

# AGENDA

- Ethics and program evaluation
- Steps in an ethical program evaluation
- Special presentation from Pacific University Oregon
- Cultural competence
- Implicit bias

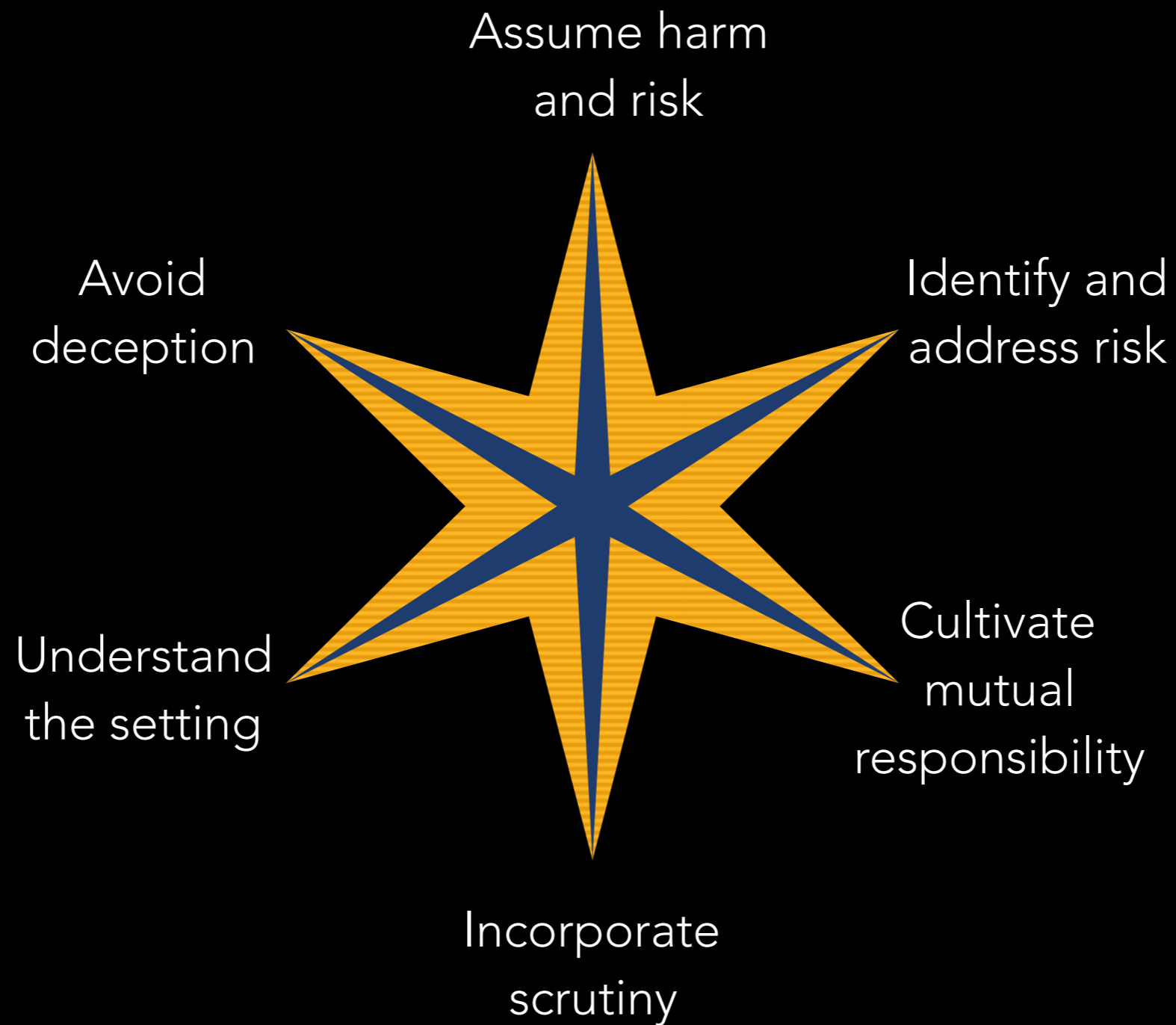


WORKING IN SMALL GROUPS

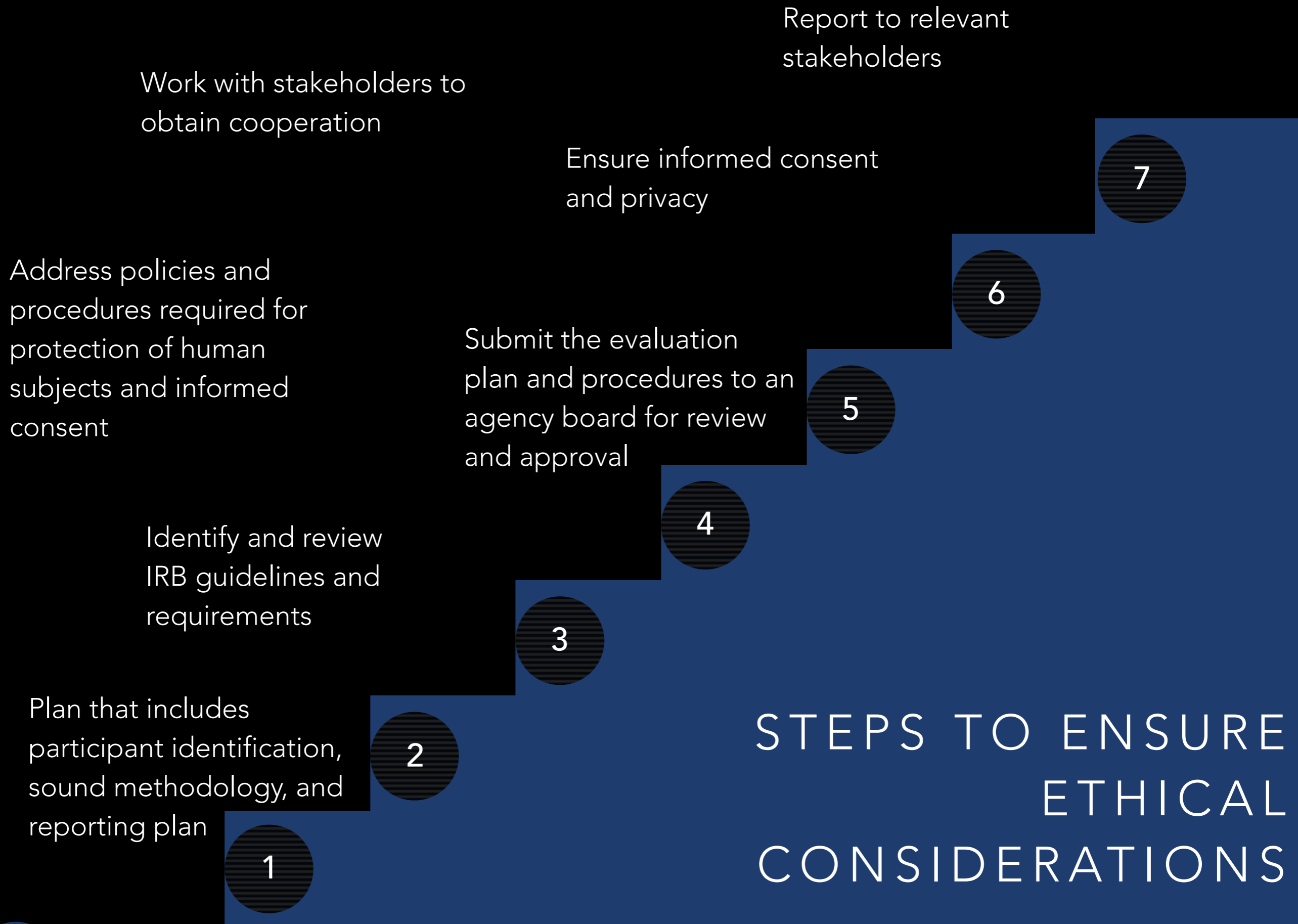
WHAT ARE THE TOP 10 WAYS TO  
CONDUCT A PROGRAM EVALUATION  
IN AN UNETHICAL MANNER



# ETHICAL DEVELOPMENT OF A PROGRAM EVALUATION



# STEPS TO ENSURE ETHICAL CONSIDERATIONS





Joseph Gallegos, PhD, MSW

INTERIM PROGRAM DIRECTOR

[gallegos@pacificu.edu](mailto:gallegos@pacificu.edu)

541-632-8808



<https://www.pacificu.edu/master-social-work>

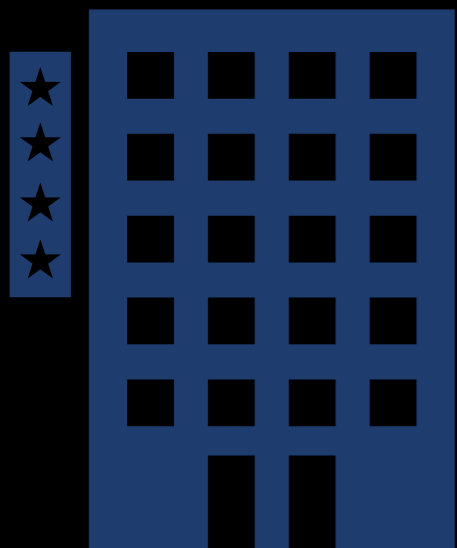


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# WHO DOES THE EVALUATION



Internal

(agency-based  
evaluation  
resources)



External

University or  
Educational  
Organization



Consulting  
Firm





What are some words that should be included in a definition of cultural competence?

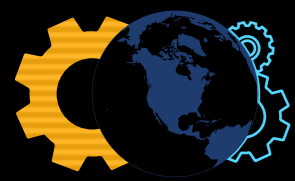
Text **CAMPJACOB** to **37607**

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CULTURAL  
COMPETENCY...  
must be woven  
throughout the  
evaluation process,  
regardless of how you  
characterize the steps.



# SELF-REFLECTION QUESTIONS FOR EVALUATORS

- Where I am from (nationality, region, and heritage)?
- What are my beliefs, values, and religious and political orientations?
- What is my biological sex and gender identity?
- What is my age group?
- What is my social class?
- What are my vocations and avocations
- What life events have greatly affected me?
- Which of the above factors are significant to me?
- What do I see as resources I can use in this evaluation?
- What do I see as potential opportunities, challenges, or conflict for this evaluation
- What stereotypes do I hold?



# ASSESSING CULTURAL SELF AWARENESS: **IMPLICIT BIAS**

[bit.ly/huimplicit](https://bit.ly/huimplicit)

Choose **Skin-tone IAT**

Implicit bias refers to attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

EVERYone has implicit bias.

Having implicit bias does not make you a bad evaluator. Failing to recognize and consciously challenge your implicit bias can contribute to bad evaluations.



# CULTURALLY SENSITIVE EVALUATION PLANNING

- Have we constructed a sample or scope of study that is inclusive of diverse people served?
- How have we addressed language and literacy to assure accuracy and inclusiveness in our study?
- What material resources have we identified and reviewed to education ourselves about the agency and the persons served?
- Are there actions or steps that we can take to increase the sense of comfort or safety for evaluation participants?
- Have we identified key descriptors and outcomes in an accurate manner that avoids negative stereotypes and includes program and participate strengths?
- Have we inquired about demographic and culturally related information for participants to identify factors that help understand their experiences?
- Are there specific ways that we can sensitively convey respect for people's efforts and time commitment while they are participating in the study?
- Have we been sufficiently sensitive to potential stigma or vulnerabilities experienced by evaluation participants?
- In what ways have we been attentive to confidentiality at each stage of the evaluation?
- Are there ways in which the study process and findings can actually provide benefits to the present or future recipients of services?
- Have we discovered information that can and should inform advocacy efforts?

