

Evaluation of

Legal Health Check Online Tutorial:

*Supporting community workers to better assist
disadvantaged clients with legal need*

Developed by Queensland Public Interest Law Clearing House
Incorporated - Homeless Persons' Legal Clinic (HPLC).

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Introduction

The Homeless Persons' Legal Clinic (HPLC) provides free legal advice and representation to people experiencing or at risk of homelessness at a number of community agencies across Queensland.

The HPLC which has been running since 2002 designed and began using the Legal Health Check (LHC) at Roma House in Brisbane around 2009. The LHC has continued to evolve in terms of usage since that time.¹ In 2013, the HPLC developed two on-line training modules about the LHC to enable more support workers in the community sector to identify and appropriately refer the legal need of their vulnerable clients.²

The videos were supplemented with fact sheets in the form of postcards which provides cleverly designed information for access by lawyers and volunteers to give to clients during appointments, via their website or just in general conversation.

The production of the videos was funded by Legal Aid Queensland, Community Legal Education Collaboration Fund Project fund, as was this short independent evaluation. The evaluation is intended to evaluate the efficacy of the instructional videos for their intended audience.

HPLC INSTRUCTIONAL VIDEOS

The video production was made at Roma House (Mission Australia). Volunteers from Roma House played integral roles as actors in the production. The video script was created with a collaboration between the staff of the HPLC activities and a range of community agencies. There is a photo of each community agency which partners with the HPLC published in the video. The video was launched on November 5 2014 by The Attorney-General of Queensland.

The video is in two parts – an introductory awareness raising video and a longer instructional video, which goes through the questions of the Legal Health Check in more detail. These resources will support effective legal referrals in regional and remote locations, and supplement existing HPLC training to community agencies.

¹ Queensland Public Interest Law Clearing House Incorporated Sharing the Menu: Perspectives and Data from the Legal Health Check, Homeless Persons' Legal Clinic, September 2013; Smith, Tracey (2011) Evaluation of Queensland Public Interest Law Clearing House Incorporated (QPILCH) Homeless Persons' Legal Clinic (HPLC) and Refugee Civil Law Clinic (RCLC), Encompass Family and Community Pty Ltd, November 2011.

² These videos are now available for viewing at www.qpilch.org.au/lhc and also Youtube at <https://www.youtube.com/watch?v=tcL1l2wQQW0> and <https://www.youtube.com/watch?v=HohLlja5aIE>

Both videos are accessible to the public, and there is an ability to count the views from both the website and from Youtube,³ which enables the organisation to monitor the progress of the popularity. According to Sue Garlick, Senior Lawyer, the videos have been presented by QPILCH to at least 180 workers from a minimum of 40 community agencies in Brisbane, Toowoomba, Townsville and Cairns. YouTube indicates there have been 257 views of the short video and 116 of the longer video at time of writing. Many of these have been through the QPILCH website and a consistent increase in views since the videos were posted on September 12, 2013.

The videos have been used in training over 100 pro bono lawyers to deliver the HPLC, have been presented in a seminar on the Legal Health Check delivered at the NALC conference 2013, formed part of a QAILS webinar on the Legal Health Check, a presentation at the pro bono conference of BABSEA in Vietnam (<http://www.babseacle.org/australia>), and have been referred to in reports and submissions made by QPILCH in 2013/14.⁴

These presentations have led to QPILCH being regularly consulted about the Legal Health Check by community legal centres and projects throughout Australia, and by international pro bono organisations.

The videos have now become a part of the induction of all law students participating in clinical legal education with the HPLC and for all new staff inducted to the HPLC.

Videos

Both videos are well constructed, interesting and aesthetically pleasing. They are professionally presented, short and edited portray a realistic view of interactions between people in these types of situations. Interviews with agency workers and with clients provided a information about who was in the sector. The videos provide examples of situations where the LHC may be used, some animation and visual cues and appropriately paced background music. The videos provides written details of contacts etc throughout the presentation. Copies of the transcripts are available on the QPILCH website.

The narration by the Senior lawyer of the HPLC, Sue Garlick, provides a public face to the videos.⁵ Sue has worked tirelessly to promote the LHC and provides much of the training to various related agencies Sue's down-to-earth presentation brings a clarity and practicality to the process while balancing the reality for viewers that these are real people doing real work. The video promotes a positive collegiality and mutual respect between the agencies which is a critical component to the success of the use of the LHC and referrals to the HPLC more generally.

³ <https://www.youtube.com/watch?v=tcL1I2wQQW0> and <https://www.youtube.com/watch?v=HohLIja5aIE>

⁴ Queensland Public Interest Law Clearing House Incorporated Sharing the Menu: Perspectives and Data from the Legal Health Check, Homeless Persons' Legal Clinic, September 2013;

⁵ Some of the narration was conducted by Peter Lavery.

Focus of study

Although the LHC is a immensely popular tool used by the HPLC in collaboration with and by associated agencies, this evaluation is limited to the instructional videos produced late last year. At the time that this research was being conducted, the videos had been available for approximately 6 months. Originally it was thought that it would be beneficial to conduct individual interviews to get an in-depth understanding of the impact of the videos on agency staff and the use of the LHC. However as funding and time was limited, it was decided by the researcher that the option of an online survey would be an efficient and effective way of collecting the data, particularly for the participants.

Online survey

The Senior lawyer at HLPC provided me with a list of agencies and contact names of agency staff with an introduction about the evaluation. An email was then sent out to agencies independent of QPILCH with a letter explaining the purpose of the research with a request to disseminate the email to appropriate staff. The email contained an information sheet to be retained by the participant if required. Survey monkey was used as the survey tool, and participants were asked to read through the informed consent page, to continue or opt out and exit the survey.

An online survey was sent out to approximately 30 service providers, to identify their experience with the video. The online survey had 23 questions with a mixture of quantitative and qualitative questions.⁶ It was deliberately short to encourage participation and participants in the survey were contacted by their organisations and included a variety of professionals in the homelessness sector. I also attended two sessions involving general training on the legal needs of vulnerable clients. The video was used as a part of the training. After the training I introduced the evaluation and participants voluntarily filled in hard copies of the survey. They were also invited to opt-in for follow-up. All of those participants were given a covering letter of invitation, an information sheet about the evaluation For those participants who filled in hand-written documents, I collected them and typed into the survey monkey program so that all survey responses were stored as a single database and analysed together. The paper copies were destroyed.

Rationale for the online survey:

- The online survey allowed access to a wide range of service providers from all over Australia (including rural and remote areas).
- The online survey allowed for complete anonymity.
- The online survey provided a rich source of data from which the researchers could designed the questions for a phone-in (if that was going to be possible)

⁶ The original survey instrument is attached at Appendix One. All of the participants were asked the same questions.

THE RESEARCH

The aim of the research to evaluate the efficacy of using this modality as a means of promoting and informing workers about the LHC. Thus the intention was twofold:

- (1) To survey and/or interview caseworkers at agencies who had been working with the HPLC prior to 2012 who had seen either the short video or the long video or both.
- (2) To survey and/or interview caseworkers at agencies who had not worked with the HPLC prior to 2012 and to survey and/or interview those workers in who had seen either the short video or the long video or both.

In an ideal world, it would have been useful to have more time to conduct one on one interviews. However, given that resources for this study were limited, the agency staff are extremely busy and the agencies work on shoestring budgets it was not a feasible option. I did, however, manage to speak to 7 participants. Their feedback will be reported later.

1. SURVEY CASE WORKERS – AGENCIES WORKING WITH HPLC PRIOR TO 2012

Group 1 SURVEY CASE AGENCIES WORKING WITH HPLC PRIOR TO 2012

I surveyed 18 people from this pool of participants. These people had been working with the HPLC for periods ranging from 1-7 years. All of the participants had heard of the LHC and HPLC and used the LHC on a regular basis and worked with homeless people on a daily basis. Most participants (n=14) had referred over 30 clients to the HPLC to get legal advice. Responses to the question about the purpose of the LHC were extremely consistent, 12 people said the phrase “to ask the right questions”, 5 said “to get legal advice” in their response, 1 person said “get information to make the best referral”. Every participant said that clients they referred had multiple legal issues, including criminal matters, SPER, debts, family issues, and homelessness.⁷

All of the participants had seen the short video. Five had seen both videos. Participants were asked what they thought of the videos in their own words:⁸ Their responses about the short video (n=18) are as follows:

- “Informative” – (n=4)
- “Different format grabbed my attention” – (n=2)

⁷ Queensland Public Interest Law Clearing House Incorporated Sharing the Menu: Perspectives and Data from the Legal Health Check, Homeless Persons’ Legal Clinic, September 2013

⁸ Some participants answered more than once.

- “Video works well” – (n=1)
- “Was easy to watch” – (n=3)
- “Accurate” – (n=3)
- “Concise” – (n=4)
- “Realistic ” – (n=3)
- “Educational” – (n=4)
- “Useful” – (n=5)
- “Accessible” – (n=3)
- “Convenient” – (n=2)

Their responses about the longer video (n=5) are as follows:

- “Helpful” – (n=1)
- “Clear” – (n=1)
- “Realistic” – (n=1)
- “Educational” – (n=1)
- “Accessible” – (n=1)
- “Convenient” – (n=1)

None of the participants said the tutorial would change the way they are currently working with clients because they have been using the LHC for some time. However 10 of the participants said they had referred other colleagues from related agencies to the video and 7 said it had reminded them of the importance of the LHC in their day to day work.

Participants were asked about which part of the video was most useful. Their responses are as follows:

- (1) the example of client and a community worker at assessment point (n=16)
- (2) the community worker who had used the LHC before (n=12)
- (3) the instructions on the LHC and how to use it (n=2)

All of the participants said they would recommend the tutorial to other colleagues.

Their reasons were as follows:

- “easier than explaining it myself”
- “clear”
- “easy”
- “can view it any time”
- “shows real examples”
- “shows lawyers”
- “practical”

Most of the participants made notes in the “further comments” field about the HPLC, in particular the comments praised the service and staff for their assistance to clients. A couple of participants also commended the staff for the video saying it highlighted the legal issues of vulnerable clients. Most of the participants (n=15) said the video showed the “human” or “emotional” side of lawyers.

2. SURVEY CASE WORKERS – AGENCIES WORKING WITH HPLC SINCE 2013

I surveyed 23 people from this pool of participants. As mentioned none of these participants had worked with the HPLC prior to the training. Understandably, very few of the participants had heard of the LHC and HPLC (n=2) and none used the LHC on a regular basis. In terms of work with homelessness, responses ranged as follows

- Never
- Occasionally
- Regularly

Nine of the participants worked with homeless people on a daily basis. None of the participants had referred clients to the HPLC to get legal advice. Interestingly, responses to the question about the purpose of the LHC were extremely consistent with the first pool of participants. In response to this question, 12 participants said phrases like “to ask the right questions”, 17 participants said “to get legal advice” or “to get the client to see they had legal problems”, 3 participants said words to the effect of “to get information to make the best referral”. The only legal issue participants identified their clients might have prior to the training were criminal, “money” and family matters.

All of the participants saw the short video during the training session. Consistent with the first survey, participants were asked what they thought of the videos in their own words:

Their responses about the short video (n=18) are as follows:

- “Real life” – (n=2)
- “Interesting” – (n=9)
- “Informative – (n=7)
- “Accurate – (n=4)
- “Educational – (n=11)
- “Useful” – (n=4)
- “Concise” – (n=4)
- “Realistic” – (n=6)
- “Accessible” – (n=2)
- “Convenient” – (n=2)
- “Enlightening” – (n=1)

None of the participants had seen the longer video

Most of the participants said it would change the way they are currently working with clients because they weren’t aware of the LHC. 5 of the participants expressed some confusion about which HPLC might be the most relevant. Sixteen explicitly said they were unaware homeless people had “so many legal issues”

Participants were asked about which part of the video was most useful:

- (1) the example of client and a community worker at assessment point (n=22)
- (2) the community worker who had used the LHC before (n=18)
- (3) the instructions on the LHC and how to use it (n=21)

All of the participants said they would recommend the tutorial to other colleagues. Their reasons were as follows:

- quicker than explaining (n=1)
- concrete - (n=2)
- clear – (n=6)
- true – (n=1)
- shows real examples – (n=2)
- contemporary way of giving information – (n=1)
- shows lawyers in a different light – (n=1)
- real-world – (n=1)

Ten participants made further comments

- Thank you for making this video (n=5)
- Great idea – (n=1)
- Good job – (n=2)
- Excellent training – (n=5)
- Interesting resource – (n=3)
- Really interesting – (n=1)

I asked the participants if they were interested in a follow up interview to opt-in by putting their phone number on the evaluation sheet. I was fortunate to speak to seven participants.

3. Short phone discussion follow up a month after viewing video

As mentioned above, I was fortunate to have a short phone interview with seven participants. I decided to ask open-ended questions because I knew that time was premium for the workers and I wanted them to discuss their experience of the video with me unfiltered by questions. I captured their comments under themes

- Change in practice
- Referral

All of the participants said that the training and viewing of the video had benefited them. Some of the interviewees said that although there had been little time to digest what was actually in the LHC, they felt confident they could use it if necessary.

Change of practice

Four participants had started using the LHC, and said that there was a change in practice in train in their organisation to use it “as an everyday tool”. Some of the participants said that the video had left lingering thoughts in their minds about former clients who had issues that would have been easier to manage if they had access to the LHC. Some of the participants also mentioned that they would like to meet the lawyers in the HPLC to make contact with them before they referred their

clients. All of the participants said that homeless people are a particularly unique group of clients.

One of the participants said he went home thinking that the video “just have clear common sense information” and went home and showed his partner the video on Youtube. Two people said it was a really useful way to convey information because it was so realistic.

Referral

Three participants said they had referred other colleagues to see the video and five said they referred the link to clients. They said they had done that because the video made a big impact in their understanding of the work of the HPLC but also just worked because of it was a different way of conveying information. One participant said “I dunno, you see something on telly like that and it just sticks in your mind”.

FINDINGS

As discussed earlier, all of the participants in the first group of participants had an established relationship with the HPLC and were aware of the LHC, however they all reported that the video had been of benefit to them. The second group were clear that the Instructional videos had increased knowledge, profile and awareness of the HPLC and the LHC. They reported very highly on the modality and how the use of video had an impact on their memory.

All of the participants in both groups had positive experiences from the instructional videos, although it appears that more people are familiar with the short video than the longer one. The reason for viewing the shorter video seemed to correlate with two things (1) how much time they believe they need to spend on viewing the source and (2) the use of the shorter video in the training.

All of the findings correlate with literature on the benefits of using video in an educational context, particularly with adult learners, because video allows participants to marry visual cues, memory and the recall of new information.⁹ As the research suggests video can be just as effective in communicating facts or demonstrating procedures because the viewer can revisit complex clinical or mechanical procedures as many times as they wish. Furthermore, the interactive features of modern web-based media players can be used to promote ‘active viewing’ approaches with a range of participants.¹⁰

⁹ Shepard, R. & Cooper, L. (1982), *Mental images and their transformations*, MIT Press/Bradford Books, Cambridge, MA and Mayer, R., Gallini, J (1990), 'When is an illustration worth ten thousand words?' *Journal of Educational Psychology*, 82(6) (715-726)

¹⁰ Galbraith, J., (2004), 'Active viewing: and oxymoron in video-based instruction?', *Society for Applied Learning Technologies Conference*, designer.50g.com/docs/Salt_2004.pdf
Video Streaming in Online Learning, *AACE Journal*, Hartsell, T. and Yen, C., 14(1).31-43, 2006;
Streaming Video: Overcoming Barriers for Teaching and Learning, *Advanced Telematics Centre*, University of Manchester, U.K., Strom, J., 2002; *Instructional Video in E-Learning: Assessing the*

The use of the video, as well as the availability of the transcripts on their own provides a powerful tool for advertising the LHC. In addition to HPLC, provides regular training with the video incorporated as a part of that training. The video also correlates with the widely accepted set of principles designed by Mayer and Moreno to assist educators balance the use of multimedia without triggering cognitive overload. These are summarized in the following table¹¹:

Principle	Basis
1. Multimedia	Words and pictures work better together than either alone.
2. Spatial contiguity	Students learn better when words and pictures appear close to one another.
3. Temporal contiguity	Students learn better when corresponding words and pictures are presented simultaneously rather than presented successively.
4. Coherence	Students learn better when extraneous words, pictures and sounds are excluded rather than included.
5. Modality	Explaining graphics with audio improves learning. Animation and narration are better than animation and on-screen text.
6. Redundancy	Explaining graphics with audio and redundant text can hurt learning. Avoid reading on-screen text. Students learn better from animation and narration, than from animation, narration and on-screen text.
7. Individual differences	Design effects (animations, etc.) are:
	A. Stronger for low-knowledge learners than for high-knowledge learners and for
	B. Stronger for high-spatial learners than for low-spatial learners
8. Direct manipulation	As frequency and complexity of material increases, impact on knowledge transfer increases.

Impact of Interactive Video on Learning Effectiveness, Elseveier, B.V. Zhang, D, Zhou, L, Briggs, R. and Nunamaker, J. 2005; Questioning, Promoting and Evaluating the Use of Streaming Video to Support Student Learning, British Journal of Educational Technology, 34:1, 295-308, Shepherd, K., 2003.

11 Nine Ways to Reduce Cognitive Load in Multimedia Learning, Web-Based Learning: What Do We Know? Where Do We Go? P.23-24, Information Age Publishing, Greenwich, CT, EdsBruning, Horn and PytlikZillig, 2004.

CONCLUDING REMARKS

The HPLC has produced a high quality, highly instructional well received tool. Indeed it is clear that the video is skillful and creative way of stepping outside the conventions of legal practice and actively engaging with the communities both on a personal level (by training or direct referral to the video) and to the wider public in general. In creating these two products, HPLC should be commended in addressing all of the recommendations from the 2011 report; namely

- fostering consistency and shared understanding about the areas of law for which legal assistance is available through the HPLC and the RCLC
- ensuring consistency and shared understanding about the nature of the legal assistance provided through the HPLC and the RCLC (i.e. not just advice and information about HPLC and RCLC legal matters)
- exploring avenues to increase clients' access to advice or information relating to criminal and family law matters
- branding of the HPLC so that it is marketed consistently across host agencies
- exploring options for an agreed and appropriate level of liaison between host agency case or support workers, volunteer lawyers and the HPLC and the RCLC to ensure clients get the non-legal supports they need and to help keep contact with clients
- promoting volunteer lawyers' interaction with host agency workers and service users when attending a clinic
- periodically circulating details to host agencies about usage, areas of law etc. about the clinic at their service
- providing host agencies with information about the HPLC and the RCLC and relevant civil law matters for use in staff induction, service user induction and publications
- exploring options to utilise the idea and content of the Legal Health Check to assist case workers with identifying the range of new service user's needs and, where resources permit, adaption for use at other clinics.¹²

All of the available evidence from this evaluation has established that the instructional videos created by the HLPC are a resounding success in achieving their aims and the wider aim of QPILCH in working with to achieve more access to justice.

¹² Smith, Tracey (2011) Evaluation of Queensland Public Interest Law Clearing House Incorporated (QPILCH) Homeless Persons' Legal Clinic (HPLC) and Refugee Civil Law Clinic (RCLC), Encompass Family and Community Pty Ltd, November 2011 at 44.

INFORMATION SHEET FOR EVALUATION

Legal Health Check Online Tutorial

QPILCH has engaged my service as an independent consultant to review the Legal Health Check Online Tutorial run by the Homeless Persons' Legal Clinic. The review is to ask your opinions on whether you believe the service is an effective way of meeting clients' needs.

I am interested in your knowledge of the service, how you may interact with the service and whether the services have had any impact on you or your organisation.

I am also interested to know whether you believe the service could be improved. Participation in the project will require a short survey. I envisage that it will probably take approximately 5-10 minutes of your time

Evaluations of these types of initiatives are extremely important to community organisations. It provides feedback to QPILCH and the funding organisations and assists improve services to the community that organisations like QPILCH provide. Your participation in this study is entirely voluntary.

You are free to withdraw at any time if you do not wish to continue. It is completely up to you to decide if you wish to be involved. I assure you that your name and identity will remain completely confidential and every attempt will be made to minimise the risks that you could be identified from the information you provide.

A summary of the research findings will be made available to you, on request, at the end of the project. If you would like further information on any issue relating to this project, please call Dr Cate Banks on 0413 143 884 or cate@catebanksconsulting.com.au. We would appreciate hearing what you have to say about on the Legal Health Check Online Tutorial.

Thank you for your assistance with this research project.
Sincerely,

Dr Cate Banks

1. What organisation do you work for ?

2. What is your role ?

3. How often do you work with homeless people ?

4. Have you heard about Legal Health Check ?

- Yes
 No

5. When did you hear about it ?

Just today ?

Within the last 6 months

For longer than 6 months

6. Please explain in your own words the purpose of the Legal Health Check

7. Have you heard about Queensland Public Interest Clearing House - Homeless Persons' Legal Clinic ?

- Yes
 No

8. When did you hear about it ?

Just today ?

Within the last 6 months

For longer than 6 months

9. Have you referred any client to the Homeless Persons' Clinic ?

- Yes
 No

10. Approximately how many people have you referred in the last six months ?

11. Why did you refer the client(s) to the service ?

12. What was the need presented by the client for referral ?

13. Have you watched the tutorial ?

14. Which one did you watch ?

5 minute module

20 minute module

Both

15. In your own words, can you describe what you thought about the tutorial(s) ?

16. Has the tutorial changed the way you may work with homeless people ?

17. What changes would you make to what you already do ?

18. Which part of the tutorial was most useful ?

The example of a client and a community worker at assessment point

The community worker who has used the Legal Health Check before

The instructions on the Legal Health Check and how to use it

Other

19. Would you recommend this tutorial to other colleagues ?

- Yes
- No
- Not sure

20. Why ?

21. Have you got any further comments, suggestions or recommendations ?