

Northumbria Research Link

Citation: Morse, Sarah and Sharp, Tamsin (2013) Standardised client: the way forward for teaching law students interviewing skills? In: Association for Canadian Clinical Legal Education: 4th Annual conference (ACCLE), 16-19 October 2013, Nova Scotia. (Unpublished)

URL:

This version was downloaded from Northumbria Research Link:
<http://nrl.northumbria.ac.uk/16801/>

Northumbria University has developed Northumbria Research Link (NRL) to enable users to access the University's research output. Copyright © and moral rights for items on NRL are retained by the individual author(s) and/or other copyright owners. Single copies of full items can be reproduced, displayed or performed, and given to third parties in any format or medium for personal research or study, educational, or not-for-profit purposes without prior permission or charge, provided the authors, title and full bibliographic details are given, as well as a hyperlink and/or URL to the original metadata page. The content must not be changed in any way. Full items must not be sold commercially in any format or medium without formal permission of the copyright holder. The full policy is available online: <http://nrl.northumbria.ac.uk/policies.html>

This document may differ from the final, published version of the research and has been made available online in accordance with publisher policies. To read and/or cite from the published version of the research, please visit the publisher's website (a subscription may be required.)

www.northumbria.ac.uk/nrl



STANDARDISED CLIENT

BACKGROUND

- Standardised patient
 - Introduced in the 1960's
 - Medical and nursing disciplines
- Trained to simulate a specific medical condition
 - Standardisation
 - Feedback
 - Assessment
- Theory
 - Realistic patient experience
 - Reliability
 - Consistency

MOVEMENT OUTSIDE OF THE MEDICAL FIELD

- Dentistry, pharmacy, social work
- Extended to the UK and elsewhere in medical discipline
- Introduced in the legal discipline
 - Initially in the US
 - Subsequently in the UK
 - Mandatory competency
 - Key skill



IMPLEMENTATION

- Northumbria University, 4 year exempting degree
 - 4th year- Clinic, Student Law Office
 - 3rd year- preparatory module for clinic
 - 2nd year- initial exposure to interviewing
- Historic structure of the year 3 module
 - Actor
 - Live client
 - Motivation for change
 - Resources
 - Assessment

IMPLEMENTATION

- Standardised client in year 3
 - 2011/2012
 - Initial interview (formative) \implies Research \implies Advice interview (summative)
 - 2012/2013
 - Formative - Initial interview \rightarrow Research Advice letter
 - Summative - Initial interview Case Note Research Advice letter
- Feedback & Assessment
 - Oral/written
 - Feedback sheet and assessment criteria



STRENGTHS

- Feedback
 - Individual
 - Client
 - Identification of trends to inform teaching
- Consistency
 - Scenario
 - Emotion
- Reliability
- Incremental method of teaching the skill
- Lower staff workload for assessing interviewing
- Student experience



WEAKNESSES

- Logistics and costs
- Human error undermining the consistency
- Workload
- Limited range of interviews can be assessed
- Becoming an informed standardised client

HOW ELSE CAN IT BE USED?

- Can be tailored to any issues
 - Any area of law
 - Ethical issues
 - Professional conduct points
- Variety
 - Interviewing scenarios
 - Mediation
 - Negotiation
- Varying degrees of complexity
 - Altered emotion- anger, upset
 - Cross discipline



CONCLUSION

- Viable and effective method of teaching interviewing skills
 - Client care
 - Establishing a professional relationship
 - Informing a the ring
 - Taking instructions