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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) → Research → Advice interview (summative)
  - 2012/2013
    - Formative - Initial interview → 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
  • Information gathering
  • Taking instructions