

The IACP Standards for Trainers, Trainings, and Practitioners are drafted with an awareness of the aggregate nature of learning. Knowledge comes from the interface between education and practical experience. Skill is acquired from the successive application of education to experience. With those principles in mind, these Standards should be understood as a point of departure in a continuing journey of education and practice for Collaborative Practitioners and Trainers.

INTERNATIONAL ACADEMY OF COLLABORATIVE PROFESSIONALS

MINIMUM STANDARDS FOR A COLLABORATIVE BASIC TRAINING

A training in the collaborative process satisfies the minimum IACP Standards for a “Basic Training” when it meets the following criteria:

A “Basic Training” in the collaborative process is a training or work shop consisting of at least six hours of education. (Minimum Collaborative Practitioner Standards can be met by either one twelve hour Basic Training or two six hour Basic Trainings).

1. At the completion of “Basic Training”, a participant should have knowledge of the theories, practices, and skills needed to begin Collaborative Practice.
2. In particular, participants should be exposed to and educated about:
 - 2.1 The collaborative model, both as a dispute resolution mechanism and as a process for modeling the skills and tools necessary for the positive reconstruction of interpersonal relationships.
 - 2.2 Negotiation theory, including the characteristics of competitive and interest-based negotiation.
 - 2.3 Dynamics of interpersonal conflict.
 - 2.4 Effective communication skills, particularly in the divorce context.
 - 2.5 Team building skills [whether lawyer-centric or broader team] with respect to the clients and collaborative colleagues.
 - 2.6 The legal, financial, psychological, and emotional elements of the clients’ circumstances.

- 2.7 The interdisciplinary team approach and the contribution and roles of each profession.
- 2.8 Depending on the participants' experience: Different ways of beginning and developing collaborative practices in the participants' unique community.
- 2.9 How to assess one's own level of understanding of "knowledge" (comprehension) and the limits of one's own competence with a willingness to seek assistance from more experienced practitioners
- 2.10 One's ability and limitations to effectively assess the capacity of the client for effective participation in the collaborative process.
- 2.11 Organizational considerations in running a collaborative case [e.g. how to establish a Collaborative Practice matters to be covered at and before the first group meeting, enrolling the other party, identifying interests and client agendas, etc.].
- 2.12 Ethical considerations including integrity, professionalism, diligence, competence, and confidentiality, including a knowledge of the specific ethical considerations of each profession.
- 2.13 Meaningful material to support all of the objectives.
- 2.14 Dynamics of divorcing and restructuring families.
- 2.15 Divorce as a common family transition.
3. A Basic Training should include multiple learning modalities — interactive, experiential, and lecture elements: e.g., demonstrations, role play, small group exercises, dialogue between and among trainer[s] and participants, fish bowl, musical chairs fish bowl, communication, team building, negotiation games.
4. A Basic Training should include written materials that are useful for reference and practice by the collaborative practitioner after the training.
5. A Basic Training should include evaluations of the training and trainer(s) by the participants.

6. Basic Training in the Interdisciplinary Team Model of Collaborative Practice. The interdisciplinary model of Collaborative Practice includes several disciplines as part of the fundamental Collaborative Practice team. In addition to the above:
 - 6.1 A training in the interdisciplinary model should have at least one trainer from each of the legal, mental health, and financial planning disciplines.
 - 6.2 Participants should be exposed to and educated about:
 - How to maximize the knowledge and skills of each team member, both individually and together, in order effectively to work on a matter.
 - The interpersonal and professional aspects unique to interdisciplinary work.
 - The specific boundaries and ethics common to each profession and the unique considerations these pose when working together as a team.
 - The nature of the work performed by each discipline in the general area to which the dispute relates and their roles in the collaborative process.
 - 6.3 In addition to the Basic Training described in 1 through 5, above, a Basic Training in the interdisciplinary model of Collaborative Practice shall include at least an additional twelve hours with respect to the items covered in 6.2, above.