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## **Interprofessional Education in Mental Health: Developing Practitioners to Work Collaboratively in Providing Patient-centered Care**

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**Introduction:** In 2010, the WHO called for innovative strategies to strengthen global health workers and develop an action framework on interprofessional education and collaborative practice. Studies consistently demonstrate health care delivered by teams working together improves quality, patient outcomes, patient satisfaction, efficiency, and job satisfaction. There is no place more evident for the need for collaboration than mental illness as it comprises the greatest burden of all illness worldwide due to its relationship to overall health, productivity, and longevity.

**Aims:** The purpose of the study was to explore the experiences of students, faculty, field supervisors, and preceptors in graduate psychiatric-mental health nursing and social work involved in an IPE course and clinical practica on co-occurring disorders.

**Methods:** In-depth interviews were conducted to understand how graduate level professionals learn from and with each other.

**Results:** Participants grew to have a broader perspective of approaches to patient care through understanding discipline specific strengths and knowledge and by letting go of assumptions about the skills and scope of practice of the other professional group. Students who had prior practice experience in mental health settings were able to engage more in the course and described a richer learning experience in the course and practica settings than students who had less experience.

**Conclusions:** IPE courses facilitate understanding of each discipline's theoretical underpinnings and how disciplines function and engage as a team in practice settings. Increasing the number of courses and practica opportunities in graduate programs and inclusion of more health professions disciplines is warranted.