

# INNOVATION-CAMP AS METHOD IN HEALTH EDUCATION

## A study on interdisciplinarity, learning and participation

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### BACKGROUND:

Society calls for creative, innovative and enterprising health professionals who have abilities to work interdisciplinary in order to **create, develop and take action upon new services.**

New learning methods are required to develop new skills. Students must not only learn ABOUT interdisciplinary work and its theories - they must also train to DO so. Innovation-camp as a learning activity was introduced to engage students and provide a space to try out how to cope with uncertainty, complexity and to take action in collaboration with peers from other healthcare BA programs.

### PURPOSE:

To investigate if CAMP as a learning activity can develop interdisciplinary cooperation in the field of creativity, innovation and entrepreneurship.

### METHODS:

235 students from physiotherapy, midwifery, radiography, occupational therapy and nursing participate in an 24-hour innovation camp during 3rd semester.

During 2014 -2016 altogether 1175 students participated. Participation is compulsory. A specific health-topic is in focus for each camp.

Four lecturers organize and supervise. Innovation and Entrepreneurship bachelor-students participate as facilitators as a peer-to-peer learning activity.

Interdisciplinary student groups develop ideas and present to external "Critical friends" at the end of the camp. Ideas serve as examination basis for group-exams following the camp.

Data consisted of on-line questionnaires with closed and open-ended questions. 487 questionnaires were completed for five camps.

### RESULTS:

- **86 % of students evaluated the camp-topic as relevant**
- **59 % that peer facilitators gave sufficient input during the process and**
- **93 % evaluated themselves as active and participating.**

**Findings also pointed out that the camp format can provide a positive learning environment, energy, possibility for interesting discussions and new challenging learning experiences.**

### CONCLUSION(S):

Camp as a learning activity based on peerfacilitation and interdisciplinarity combined with a professional innovative focus seems a relevant and rewarding approach when trying to engage students to think differently in an interdisciplinary setting.

### IMPLICATIONS::

Camp as a method is implemented in curricula for five health care BA-programmes.

New learning activities must continuously be tried out in order to create engaging learning spaces for students to become creative and reflective professionals.

The camp method encourages a student-participatory and an inter-professional approach required to think out-of-the-box.



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