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.

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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