

***The Opportunity Cost Of  
Incentivising Project Work In  
Medical Training***

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# Paediatric Research (UK)

“Turning the Tide” Report – Royal College of Paediatrics and Child Health (RCPCH), 2012

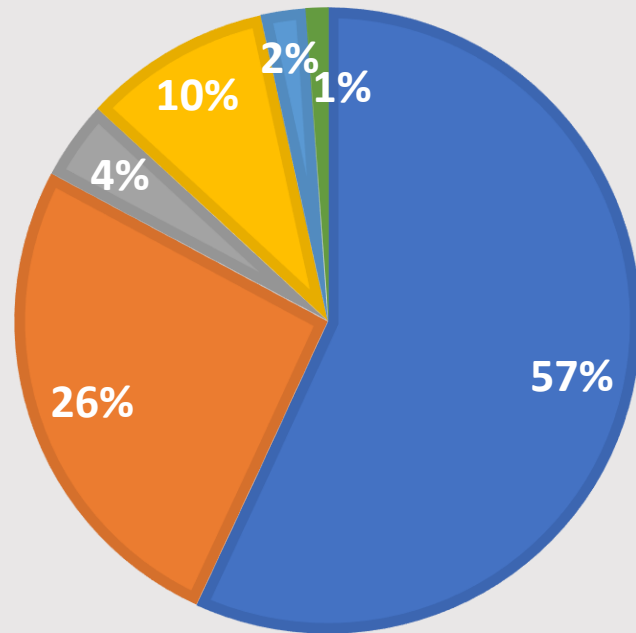
- poor opportunities for research training and participation within our medical education system

RCPCH Annual Conference 2019 – Some Data:

- total 640 abstracts accepted and presented (!)
- large percentage presented by paediatric specialty trainees; project work conducted during specialty training

# RCPCH Annual Conference 2019 Abstracts

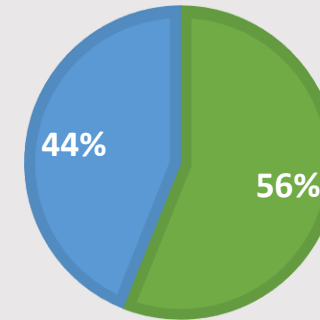
Audit / QI    Research    Case Series  
Case Reports    Lit. Reviews    Other



## Statistical Data Analysis

- Research Projects

Yes No



## Common issues identified:

- small-scale projects; very few collaborative
- insufficient data analysis and presentation (to justify conclusions / recommendations)
- not measuring clinically important outcomes
- data commonly based on questionnaire / survey results
- demonstrating inadequate methodological quality

## Project work....



...Clinical Audits, Quality Improvement projects, Research Projects

→ requirement for career progression

→ score highly on specialty training and consultant job applications

→ higher incentive if “leading” a project and “completing the audit cycle”

**BUT!**

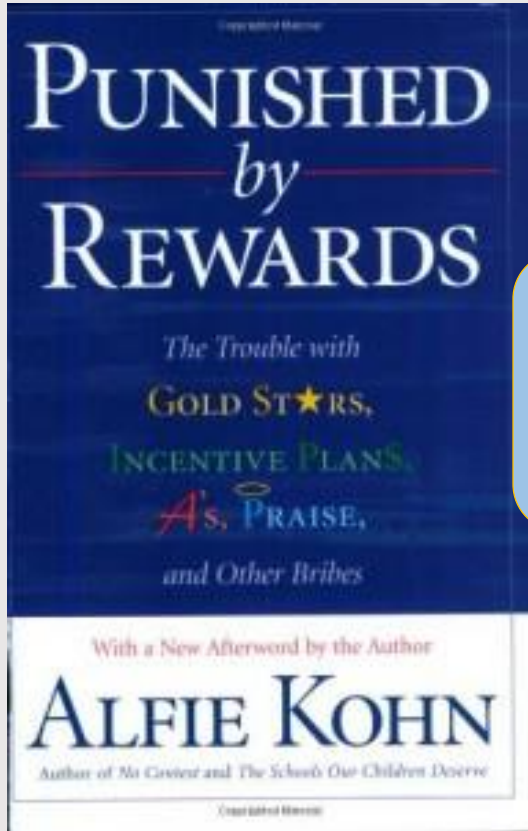
**Experience shows...**

**Poor data  
presentation at audit  
meetings**

**Journal Clubs lacking  
critical thinking and  
methodology**

**“Critical Appraisal” –  
most feared station at  
final specialty  
assessment**

**EBM study day least  
attended one of London  
Regional Paediatric  
Study Days**



Intrinsic vs Extrinsic Motivation

Intrinsically motivated

Adult Learning Theory  
- M. Knowles

Self-directed

What if we decided to ditch this project-incentivising system...

## ***“Opportunity Cost”***

**The benefit, profit, or value of something that must be given up in order to acquire or achieve something else**

Projects with no patient-important outcomes

Projects not leading to meaningful change

Research waste

Jeopardise judgement and critical thinking

... and focused on teaching data **methodology** and promoting **pragmatic, collaborative, patient-important** studies?

*Thank you for listening!*

Feedback?

Thoughts?

Suggestions?

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