

9<sup>th</sup> International Clinical Skills Conference, Prato Tuscany

Sunday 21<sup>st</sup> May – Wednesday 24<sup>th</sup> May 2023



**Committee Role – Operational Committee, Abstract Chair**

<b>Title</b>	Professor
<b>First name</b>	Simon
<b>Surname</b>	Gay
<b>Job Title</b>	Professor of Medical Education (Primary Care)
<b>Institute / Division</b>	University of Leicester School of Medicine
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<b>Biography (long descriptive text) – limited to 400 words</b>	Simon is a General Practitioner, Professor of Medical Education (Primary Care) and a Deputy Head of School at the University of Leicester School of Medicine. Simon is also Chair of ASME's Educator Development Group, a founder member of the UK Clinical Reasoning in Medical Education (CRoME) Group and Editor-in-Chief of the journal Education for Primary
<b>Research (long text)</b>	Simon's Masters in Medical Education dissertation focused on a mixed methods evaluation of an undergraduate teaching programme designed and implemented directly as a result of a key note presentation at the 3 <sup>rd</sup>

	<p>International Clinical Skills Conference. His current research interests include clinical reasoning, skills development, <u>reflection and professionalism</u>.</p>
<p><b>Teaching (long text)</b></p>	<p>Simon is active in both undergraduate and postgraduate healthcare education. He is a former co-lead of Ethics, Personal and Professional Development at Keele, used to co-lead the final year of the undergraduate course there and then Director of the Keele MB ChB Curriculum. Subsequently, Simon was Director of BM BS Educational Governance at the University of Nottingham School of Medicine and was also the leader of the Finance and Partnership stream of the Medical School's BM BS Curriculum Review. He is now Professor of Medical Education (Primary Care) and one of two Deputy heads of School at the University of Leicester School of Medicine where he is now engaged in a range of interesting educational projects including the introduction of student flexible leave (which he first pioneered at Keele), supporting the development of a Leicester Masters in Clinical Education and the further development of clinical reasoning tuition within the Leicester MB ChB. His postgraduate work includes tutor development, curriculum design support and teaching and supervising Masters students.</p>
<p><b>Publications (long text)</b></p>	<p>Publication subject areas include clinical reasoning, professionalism and clinical skills. listed below:</p> <ol style="list-style-type: none"> <li>1. Hays R. and <b>Gay S.</b> (2011) Reflection or 'pre-reflection': what are we actually in reflective practice? Medical Education. 45, pp. 1186-118.</li> <li>2. <b>Gay, S.P.</b>, Bartlett, M., McKinley, R.K. (2013) Teaching clinical reasoning to medical students. The Clinical Teacher. 10, pp. 308-312.</li> <li>3. Derbyshire, H., Rees, E., <b>Gay, S.P.</b>, McKinley, R.K. (2014) Undergraduate in UK general practice: A complete geographical snapshot. British Journal of General Practice. 64, pp. e336-e345.</li> <li>4. Lefroy J., Hawarden A., <b>Gay S.P.</b>, Cleland J., McKinley R.K. (2015) Grades in formative workplace-based assessment – a study of what works for whom and why. Medical Education. 49, pp. 307-20.</li> <li>5. Bartlett M., <b>Gay S.P.</b>, List P.A.D., McKinley R.K. (2015) Teaching and Learning Clinical</li> </ol>

Reasoning: Tutors Perceptions of Change in Their Own Clinical Practice. *Education for Primary Care*. 26 (4), 248-254.  
DOI: 10.1080/14739879.2017.1399829

6. Lefroy J., Yardley S., Kinston R., **Gay S.P.**, McBain S. and McKinley R.K. (2017). Using realist evaluation to explain preparedness for doctors' memorable 'firsts'. *Medical Education*, 51(10), pp. 1037-1048.

7. Yardley S., Kinston R., Lefroy J., Gay S. and McKinley RK. (2020). 'What do we do, doctor?' Transitions of identity and responsibility: a narrative analysis. *Adv Health Sci Educ Theory Pract*. 25(4):825-843.  
DOI: 10.1007/s10459-020-09959-w

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8. Richmond A., Cooper N., Gay S., Atiomo W. and Patel R. (2020). The student is key: a realist review of educational interventions to develop analytical and non-analytical clinical reasoning ability. *Med Educ*. 54(8):709-719.

9. Cooper N, Bartlett M, Gay S, Hammond A, Lillicrap M, Matthan J, Singh M.; UK Clinical Reasoning in Medical Education (CReME) consensus statement group. (2020). Consensus statement on the content of clinical reasoning curricula in undergraduate medical education. *Med Teach*. Nov 18:1-8.

10. Pallikadavath, S., Watts, J., Sandilands, A. J., & Gay, S. (2022). An algorithm to assist novices with electrocardiogram interpretation: Validation with the Delphi Method. *Journal of electrocardiology*, 70, 56–64.

**Conferences / Lectures (long text)**

A selection of invited presentations:

- “Higher Consultation Skills - An Educational Innovation”. **S.P. Gay**, M. Bartlett. “What’s Hot in Learning and Teaching Innovations in Medical Education?” ASME ASM, Edinburgh 2011.
- Clinical reasoning, where we have come from, where we are and where we are going. S. P. Gay. Keynote speaker. Newcastle University Annual Faculty Training Day (at Middlesborough) 13th June, 2019.
- “Thoughts on the Assessment of Clinical Reasoning”. **S.P. Gay**. Royal College of Obstetricians and Gynaecologists, UK. October, 2017.
- Assessing professional identity. **S. P. Gay** and S. Gibson ASME. Northwest Medical Education Forum Lancaster Medical School, April, 2018.
- Clinical reasoning: educational fundamental or modern fashion accessory? S.P.Gay. University of Leicester, UK. June, 2021.

**External links to work**

<https://le.ac.uk/people/simon-gay>

<https://orcid.org/0000-0002-1743-9824>

<https://www.researchgate.net/profile/Simon-Gay-2>