

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

**Sunday 18<sup>th</sup> May – Wednesday 21<sup>st</sup> May 2025**



**Committee Role – New Presenter Coordinator/ Emerging Research Chair**

<b>Title</b>	Professor
<b>First name</b>	Simon
<b>Surname</b>	Gay
<b>Job Title</b>	Head of School and Professor of Medical Education (Primary Care)
<b>Institute / Division</b>	School of Medicine, Leicester University
<b>Address</b>	George Davies Centre, Lancaster Rd, Leicester LE1 7HA UK
<b>Tel. No.</b>	0116 252 3022
<b>Extension</b>	*****
<b>Email address</b>	simon.gay@leicester.ac.uk
<b>Biography</b>	<p>A graduate of St. George's Hospital Medical School in the 1980s, Simon trained as a family medicine clinician in the UK, and has worked at Keele, Nottingham and Leicester medical schools. He is a GMC Education Associate, Editor-in-Chief of the journal Education for Primary Care, a past Chair of ASME's Educator Development Committee, and a former treasurer of the UK Clinical Reasoning in Medical Education group and the International Clinical Skills Foundation.</p> <p>Active in both undergraduate and postgraduate healthcare education, he is now Professor of Medical Education (Primary Care) and Head of Leicester School of Medicine.</p>

	<p>His research interests include clinical reasoning, professionalism and the transition to qualified practice and he has contributed to more than 180 academic outputs including peer-reviewed publications, book chapters, key-note presentations and workshops.</p>
<b>Research (long text)</b>	<p>Research interests include clinical reasoning, professionalism and the transition to qualified practice.</p>
<b>Teaching (long text)</b>	<p>Simon's main focus of teaching nowadays is the teaching of clinical reasoning theory and practice to students and educators.</p>
<b>Publications (long text)</b>	<p>Selected publications:</p> <p>Kinston R., Gay S., McKinley R. K., Sam S., Yardley S. and Lefroy, J. (2024). How well do UK assistantships equip medical students for graduate practice? Think EPAs. <i>Advances in health sciences education: theory and practice, Adv in Health Sci Educ</i> 29, 173–198.</p> <p>Sullivan E., Thampy H. and Gay S. (2024). Raising professionalism concerns as a medical student: damned if they do, damned if they don't? <i>BMC Medical Education</i>, 24(1), 208.</p> <p>Howick J., Slavin D., Carr S., Miall F., Ohri C., Ennion S. and Gay S. (2024). Towards an empathic hidden curriculum in medical school: A roadmap. <i>Journal of evaluation in clinical practice</i>. 2024;30:525-532.</p> <p>Taylor A. W. R., Anderson, E. S. and Gay, S. (2023). 'It's a gamble': A phenomenological exploration of medical students' learning experiences as newcomers to clinical communities of practice. <i>The Clinical Teacher</i>, e13708. Advance online publication.</p> <p>Gay S. (2023) So much more than an impact factor. <i>Education for Primary Care</i>, 34:(5-6), 239.</p> <p>Bennett-Weston, A., Gay, S., and Anderson, E. S. (2022). A theoretical systematic review of patient involvement in health and social care education. <i>Advances in Health Sciences Education: Theory and Practice</i>, 28(1), 279–304.</p> <p>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. <i>Medical Teacher</i>. 43(2), 152–</p>

	159.
<p><b>Conferences / Lectures (long text)</b></p>	<p>A phenomenological exploration of medical student lived experience of formative assessment. S. Dutta, S.Gay. University of Leicester School of Medicine. 'Short Communication on Demand'. AMEE, Basel, August, 2024.</p> <p>Challenging the Spectrum of Involvement: Are equal partnerships the ultimate goal? A. Bennett-Weston, S. Gay, E. Anderson. University of Leicester School of Medicine. ASME ASM. July, 2023.</p> <p>A theoretical systematic review of patient involvement in health and social care education A. Bennett-Weston, S. Gay, E. Anderson. University of Leicester School of Medicine. ASME ASM. July, 2023.</p> <p>What is the impact of a taught clinical reasoning programme in 3rd year medical students? N. Thakrar<sup>1</sup>, Z. Hassan-Smith<sup>2</sup> and S. Gay<sup>1</sup>.  <sup>1</sup>University of Leicester School of Medicine and <sup>2</sup>Aston School of Medicine. 9th International Clinical Skills Conference, Prato, May, 2023.</p> <p>Post-Covid Educational Seismology – how can we future proof our curricular “houses” whilst keeping them open and inclusive? Roundtable discussion. S. Gay<sup>1</sup>, A. Wearn<sup>2</sup> and L. Ambrose<sup>3</sup>. <sup>1</sup> Leicester University School of Medicine, <sup>2</sup> University of Auckland and <sup>3</sup> Hull-York School of Medicine. 9th International Clinical Skills Conference, Prato, May, 2023.</p> <p>Teaching Clinical Reasoning. N. Cooper<sup>1</sup> S. Gay<sup>2</sup>, A. Hammond<sup>3</sup>, J. Matthan<sup>4</sup> and M. Singh<sup>5</sup>.  <sup>1</sup>University of Nottingham, <sup>2</sup>Leicester School of Medicine, <sup>3</sup>Hull York Medical School, <sup>4</sup>University of Newcastle, <sup>5</sup>University of Manchester. 9th International Clinical Skills Conference, Prato, May, 2023.</p> <p>Faculty Development - Equipping clinical tutors with the skills to assist students to develop their clinical reasoning in patient consultations. A. Hammond<sup>1</sup>, S. Gay<sup>2</sup>, J. Matthan<sup>3</sup>, N. Cooper<sup>4</sup> and M. Singh<sup>5</sup>.  <sup>1</sup>Hull York Medical School, <sup>2</sup>Leicester School of Medicine, <sup>3</sup>University of Newcastle, <sup>4</sup>University of Nottingham, <sup>5</sup>University of Manchester. 9th International Clinical Skills Conference, Prato, May, 2023.</p>
<p><b>External links to work</b></p>	<p>Orcid ID: 0000-0002-1743-9824</p> <p><a href="https://orcid.org/0000-0002-1743-9824">https://orcid.org/0000-0002-1743-9824</a></p>