

Simon Gay



Title	Professor
First name	Simon
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Biography	<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</p>

	publications, book chapters, key-note presentations and workshops.
Research (long text)	Research interests include clinical reasoning, professionalism and the transition to qualified practice.
Teaching (long text)	Simon's main focus of teaching nowadays is the teaching of clinical reasoning theory and practice to students and educators.
Publications (long text)	<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), 152–159.</p>
Conferences / Lectures (long text)	A phenomenological exploration of medical student lived experience of formative assessment. S. Dutta,

	<p>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. Thakrar¹, Z. Hassan-Smith² and S. Gay¹. ¹University of Leicester School of Medicine and ²Aston 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. Gay¹, A. Wearn² and L. Ambrose³. ¹ Leicester University School of Medicine, ² University of Auckland and ³ Hull-York School of Medicine. 9th International Clinical Skills Conference, Prato, May, 2023.</p> <p>Teaching Clinical Reasoning. N. Cooper¹ S. Gay², A. Hammond³, J. Matthan⁴ and M. Singh⁵. ¹University of Nottingham, ²Leicester School of Medicine, ³Hull York Medical School, ⁴University of Newcastle, ⁵University 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. Hammond¹, S. Gay², J. Matthan³, N. Cooper⁴ and M. Singh⁵. ¹Hull York Medical School, ²Leicester School of Medicine, ³University of Newcastle, ⁴University of Nottingham, ⁵University of Manchester. 9th International Clinical Skills Conference, Prato, May, 2023.</p>
<p>External links to work</p>	<p>Orcid ID: 0000-0002-1743-9824</p> <p>https://orcid.org/0000-0002-1743-9824</p>