



## **Dr Gerry Gormley MD FRCGP**

**Senior (Clinical) Lecturer, Queen's University Belfast, Northern Ireland.**

### **SHORT AUTOBIOGRAPHY**

Gerry Gormley is a clinical academic at Queen's University Belfast (QUB) and a General Practitioner in Carryduff, just south of Belfast. He is also a visiting Professor at the Wilson Centre, Toronto, Canada. At the intersection between *teaching*, *research* and *clinical practice*, he is in a privileged position to identify, generate and apply new knowledge relating to educational practice. In 2007 he was appointed as a Senior Lecturer and leads both the Scholarship and Educational Research Network (SERN) at QUB [<http://go.qub.ac.uk/medSERN>]. SERN is a young and ambitious hub for health profession educational research and scholarship activities. He has published over 50 peer reviewed articles and has supervised numerous postgraduate students in medical educational research. Gerry also leads general practice teaching to fourth year medical students at QUB and has won several awards for his teaching.

He has two main streams of research interest. Firstly, gaining a greater understanding of the complex socio-cultural dimensions of clinical competency assessment and medical students' professional development, particularly relating to the OSCE. His second area of research relates to uncertainty and complexity in simulation based learning. By harnessing dramaturgical and psychological techniques, he is exploring new ways to afford learners a more embodied and immersive simulated learning experience.

He has also developed a research curiosity into why some individuals confuse their right from left and how this applies to healthcare – such as wrong sided surgery. Widespread international media interest took him by surprise following a recent publication in 'Medical Education' on *right-left confusion* [<http://onlinelibrary.wiley.com/doi/10.1111/medu.12658/full>]. In terms of social media, his work engaged with a global audience - with just under 1.5 million people reading a media piece on his research, generating over 71000 shares, 41000 likes and 17000 comments. His article has one of the highest Altmetric scores in 'Medical Education'.

## KEY ISSUES TO CONVEY

- Public and patient involvement: Explore links between medical education research, patient/public engagement and 'public good'. Improving the link between 'what the public /patients care about' (*knowledge need*) and 'what we do' as medical education researchers (*new knowledge discovery and generation*).
- How to harness and promote dissemination of our work beyond the conventional readership of our scientific journals. Working with journalists, social media experts, public relations and communication professionals, we need to become more public facing, media aware and (as in my case) media trained!

## POTENTIAL QUESTIONS

- How do we engage patients in to a more central, active role in medical education research?
- Clinicians are ideally placed to identify knowledge gaps of how we can more effectively educate future clinicians. How do we continue and develop engagement of clinicians in medical education research?
- How can we be more public facing in our medical education research endeavours?
- What changing role will social media have in the future of medical education research?

## SUGGESTED PAPERS

- **The view from over there: reframing the OSCE through the experience of standardised patient rater** *Medical Education* 2013: 47: 899–909  
<http://onlinelibrary.wiley.com/doi/10.1111/medu.12243/epdf>  
(Patient engagement: grounded theory study that explains, amongst many other things, some of the psychometric properties of SP rating judgments in OSCEs)
- **'Sorry, I meant the patient's left side': impact of distraction on left–right discrimination** *Medical Education* 2015: 49: 427–435  
<http://onlinelibrary.wiley.com/doi/10.1111/medu.12658/epdf>  
(Fiona and Jim: touches on, to a certain degree, selection and patient safety)
- **'He'll make a good doctor': examiners' little black books and the assessment research agenda** *Medical Education*, 49: 138–139  
<http://onlinelibrary.wiley.com/doi/10.1111/medu.12644/epdf>  
(Cees: a little nod to 'words' in assessment)
- **The level playing field: the impact of assessment practice on professional development.** *Medical Education*, 46: 766–776.  
<http://onlinelibrary.wiley.com/doi/10.1111/j.1365-2923.2012.04300.x/epdf>  
(Understanding 'cheating' in OSCEs and violations of exam security)