

COBB SCHOLARS CONVENING PROGRAM

July 27

1:00 PM - 2:45 PM

SPEAKERS



**Ronnie Sebro,
MD, PhD –**

Professor Radiology,
MD Anderson
University



**Cedric Bright,
MD –**

Associate Dean
for Admissions;
Professor of Internal
Medicine, Brody School
of Medicine



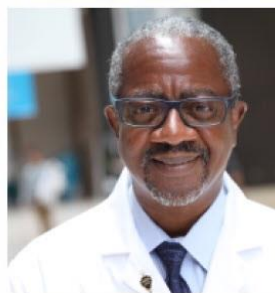
**Jacqueline Powell,
PhD –**

Professor of Physiology,
Morehouse School
of Medicine



**Stacie Fairley,
PhD –**

Associate Professor,
Microbiology &
Immunology,
PCOM SGA



**Gary Butts,
MD –**

Professor, Pediatrics
& Public Health,
MSSM



**Winston Price,
MD –**

Associate Professor,
Pediatrics,
PCOM SGA

COBB SCHOLARS CONVENING PROGRAM

FEATURED SPEAKERS



Sydney Baltimore

MSIV, AUA College of SSNNA President

Sydney Baltimore — MSIV, AUA College of Medicine; Past SNMA President



Rose Francois

Graduate Student, NYU

Rose Francois — Graduate Student, NYU



Cailin Ingram

MSIII, PCOM SGA

Cailin Ingram — MSIII, PCOM SGA



Robert Walker, PhD

Associate Professor Physiology; Director, Student Progression & Off Cycle Curriculum, PCOM SGA

Robert Walker, PhD — Associate Professor Physiology; Director, Student Progression



Maureen Bell, MD

Physician Director, Health Equity & Founder, Vitutition, Vituity Health

Maureen Bell, MD — Physician Director, Health Equity & Founder, Vituity Cares Foundation, Vituity Health



Danait Gebreselassie

MSII, PCOM-SGA

Danait Gebreselassie — MSII, PCOM-SGA



Aletha Maybank, MD, MPH

Medical Consultant and Co-Founder

Aletha Maybank, MD, MPH — Medical Consultant and Co-Founder, Artemis Medical Society



Sydney Williams

MSIII, PCOM SGA

Sydney Williams — MSIII, PCOM SGA

COBB SCHOLARS CONVENING PROGRAM



1:00–1:10 — Welcome and Panel Framing

- Welcome and introduction of the Cobb Scholars Planning Committee — Winston Price, MD; Past President, NMA; VP Education & Technology for the W. Montague Cobb/NMA Health Institute
- Overview of session objectives and discussion format
- Framing question: Why language matters for scientific integrity, medical education, and health equity

1:10–1:25 — Panel Discussion: Admissions and Institutional Gatekeeping

- Panelist perspectives on how language constraints affect holistic review and admissions practices
- Stacie Fairley, PhD — Associate Professor, Microbiology & Immunology; Director of Interprofessional Education (IPE), PCOM SGA
- Cedric Bright, MD — Associate Dean for Admissions; Professor of Internal Medicine; Interim Associate Dean of Diversity & Inclusion, Brody School of Medicine
- Rose Francois, PreMS — Georgetown University
- Implications for pathway programs and workforce development
- Strategies to preserve context, fairness, and evidence-based decision-making

1:25–1:40 — Panel Discussion: Curriculum Design and Learner Assessment

- Impact of language limitations on curriculum content and case-based learning
- Jacqueline Powell, PhD — Assistant Dean of Undergraduate Medical Education for Curriculum; Professor of Physiology; Vice-Chair of Physiology for Educational Affairs, MSM
- Robert Walker, PhD — Associate Professor, Physiology; Director, Student Progression & Off Cycle Curriculum, PCOM SGA
- Aletha Maybank, MD, MPH — Medical Consultant and Co-Founder, Artemis Medical Society; Past Chief Health Equity Officer, AMA
- Sydney Baltimore — Past President, SNMA
- Effects on assessment, professionalism standards, and learner evaluation
- Panelist approaches to maintaining scientific accuracy and equity in education

1:40–1:55 — Panel Discussion: Research, Funding, and Faculty Development

- How language restrictions influence research framing, grant writing, and funding priorities
- Ronnie Sebro, MD — Professor, Radiology, MD Anderson Health Center
- Maureen Bell, MD — Physician Director, Health Equity & Founder, Vituity Cares Foundation
- Sydney Williams, MS II — PCOM
- Consequences for early-career investigators and community-focused research
- Institutional practices to support faculty development and mentorship
- Caitlan Ingram, MS I — PCOM

1:55–2:10 — Panel Discussion: Clinical Training and Health Equity Outcomes

- Downstream effects of constrained language on clinical training and decision-making using AI tools
- Gary Butts, MD, MPH — Professor, Pediatrics & Public Health; Dean Emeritus and Senior Advisor for Equity, Engagement and Institutional Strategy, MSSM
- Danait Gebreselassie, MS II — PCOM
- Implications for addressing health disparities and population-specific outcomes
- Evidence-informed strategies to protect scientific rigor and equity

2:10–2:35 — Moderated Audience Q&A and Solution-Focused Discussion

- Winston Price, MD — Past President, NMA; VP Education & Technology for the W. Montague Cobb/NMA Health Institute
- Facilitated audience questions and panelist responses
- Identification of actionable strategies participants can apply within their institutions

2:35–2:45 — Key Takeaways and Closing Remarks

- Stacie Fairley, PhD — Associate Professor, Microbiology & Immunology; Director of Interprofessional Education (IPE), PCOM SGA
- Jacqueline Powell, PhD — Assistant Dean of Undergraduate Medical Education for Curriculum; Professor of Physiology; Vice-Chair of Physiology for Educational Affairs, MSM
- Moderator summary of key discussion points
- Final reflections and call to action aligned with learning objectives



COBB SCHOLARS CONVENING PROGRAM

July 27

1:00 PM – 2:45 PM Needs Assessment

A critical health care problem is the growing disconnect between scientific evidence and the language permitted to describe, teach, and apply that evidence in medical education, research, and health policy. Increasing constraints on how population health data, social context and health inequities can be named or discussed undermine the accurate translation of biomedical and public health science into clinical practice.

When educators, researchers, and clinicians are unable to use precise, evidence-based language, the result is incomplete training, compromised research integrity, and clinical decision-making that fails to fully address the needs of diverse patient populations. This problem disproportionately affects communities of color by obscuring the mechanisms, exposures, and systemic factors that drive health disparities, ultimately contributing to preventable gaps in health outcomes.

This educational activity addresses the need to protect accurate scientific communication and equip health professionals with strategies to maintain rigor, equity, and evidence-based practice in medical education and health care delivery despite evolving policy and institutional constraints.

Learning Objectives

1. Describe how constraints on language in medical education, research, and institutional settings affect the accurate communication of scientific evidence, population health data, and health equity-related information.
2. Explain the downstream impact of limited scientific language on admissions practices, curriculum design, research framing, faculty development, and clinical training.
3. Apply evidence-based strategies to maintain scientific rigor, educational integrity, and equity-focused practices in admissions, teaching, and research when traditional equity-related terminology is constrained.
4. Identify practical approaches for protecting accurate scientific communication and population-specific data within evolving policy and institutional environments.
5. Implement actionable strategies within their professional roles to support evidence-informed decision-making, equitable educational practices, and health equity-focused research.

Rm 209 A-C, Convention Center, San Juan, PR | July 27 | 1:00 PM – 2:45 PM