# Cornell Guided Notes

Biotechnology for Health (Biomedical Innovations) | 2027-02-01

| Name | Period | Date | Lesson |
|---|---|---|---|
| | | 2027-02-01 | |

**Lesson focus**

ER inefficiency brief

| Key words and questions | Prepared details and student notes |
|---|---|

**Essential question**
**What is today's target?**

Write a brief that identifies a specific ER inefficiency and frames it as a design problem. Big idea: A well-framed design problem is specific, observable, and tied to real stakeholder harm -- vague problems produce vague solutions.

**My notes, examples, and questions**

**Key words**
**What vocabulary unlocks the lesson?**

- triage
- stakeholder
- system
- constraint
- workflow
- inefficiency

**My notes, examples, and questions**

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## Cornell Notes - Continued

| Key words and questions | Prepared details and student notes |
| --- | --- |
| **Must-know ideas**<br>**What should I understand by the end?** | - How to transform a bottleneck observation into a one-sentence design problem statement.<br>- How to use your stakeholder map as evidence when describing who is harmed by the inefficiency.<br>- What makes a design problem brief specific enough to guide solution development.<br><br>**My notes, examples, and questions** |
| **Process notes**<br>**What happens during class?** | - 0-10: Review the brief rubric: what makes a design problem statement specific and evidence-based?<br>- 10-25: Select the bottleneck: choose one from your workflow analysis and describe it in observable detail<br>- 25-45: Stakeholder harm analysis: explain which stakeholders are harmed using your map as evidence<br>- 45-60: Draft the one-sentence design problem and check it against the rubric<br>- 60-75: Submit the ER inefficiency brief as the weekly summative<br>- 75-80: Self-assessment: rate your brief on specificity and evidence quality<br><br>**My notes, examples, and questions** |

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| **Steps and evidence**<br>**What do I do and turn in?** | - Choose one bottleneck from your workflow as the target problem.<br>- Describe the inefficiency with specific, observable detail.<br>- Explain which stakeholders it harms, using your map.<br>- State the inefficiency as a one-sentence design problem.<br>- Submit the ER inefficiency brief as the weekly summative.<br><br>Evidence: CER - ER inefficiency brief: specific bottleneck observation, stakeholder harm linked to the map, and a one-sentence design problem statement.<br><br>**My notes, examples, and questions** |
| **Checks for understanding**<br>**How do I know I got it?** | - Your brief names a specific, evidence-based inefficiency.<br>- You can frame the inefficiency as a solvable design problem.<br><br>**My notes, examples, and questions** |
| **Lab or safety notes**<br>**What must I handle carefully?** | No special lab safety notes today. Follow normal classroom and digital-work expectations.<br><br>**My notes, examples, and questions** |

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### Summary

Today's lesson focused on ER inefficiency brief. The main target was: Write a brief that identifies a specific ER inefficiency and frames it as a design problem. The evidence of learning is CER: ER inefficiency brief: specific bottleneck observation, stakeholder harm linked to the map, and a one-sentence design problem statement.. In my own words, the most important idea from today is:

**My summary**

### My final question or connection