Cornell Guided Notes

Genetics of Disease (Medical Interventions) | 2027-01-28

Name	Period	Date	Lesson
		2027-01-28	

Lesson focus

Outbreak relationship map

Key words and questions	Prepared details and student notes

Essential question
What is today's target?

Build a relationship map linking patients, places, and times to find how an outbreak might be spreading. Big idea: How do epidemiologists use patient data to trace a disease back to its source?

My notes, examples, and questions

Key words
What vocabulary unlocks the lesson?

- pathogen
- symptom
- sign
- outbreak
- epidemiology
- reservoir
- vector

My notes, examples, and questions

Cornell Guided Notes

Genetics of Disease (Medical Interventions) | 2027-01-28

Cornell Notes - Continued

Key words and questions	Prepared details and student notes
Must-know ideas **What should I understand by the end?**	- Epidemiologists look for the index case (first known patient) and shared exposures to identify the source. - A relationship map (also called an exposure network or epi-link map) visualizes connections between cases to reveal transmission chains. - A hypothesis in epidemiology is testable: it names a specific source and a specific route of spread. **My notes, examples, and questions**
Process notes **What happens during class?**	- 0-10 min: Lay out the case data table: patient names, onset dates, and locations visited - 10-30 min: Draw the node-and-link map: one node per patient, link any who shared a place or event - 30-45 min: Mark the earliest cases (index cases) and highlight shared exposures in a second color - 45-58 min: Circle the most likely source location; label each link with the shared exposure - 58-72 min: Write the hypothesis: one sentence naming the source and route of spread - 72-80 min: Partner compare: do your maps agree on the source? Discuss any differences **My notes, examples, and questions**

Cornell Guided Notes

Genetics of Disease (Medical Interventions) | 2027-01-28

Cornell Notes - Continued

Key words and questions	Prepared details and student notes
Steps and evidence **What do I do and turn in?**	- Lay out the case data: who got sick, when, and where they had been. - Draw each patient as a node and connect any patients who shared a place or event. - Mark the earliest cases and look for a common exposure they all share. - Circle the most likely source location based on the shared connections. - Add a short label on each link explaining the connection (same restaurant, same day). - Write a one-sentence hypothesis naming the likely source and route of spread. Evidence: Notebook check - Node-and-link outbreak relationship map with labeled connections, circled source, and a one-sentence testable hypothesis. **My notes, examples, and questions**
Checks for understanding **How do I know I got it?**	- You will be able to organize outbreak data into a relationship map. - You will be able to identify a likely common source of exposure. - You will be able to state a testable hypothesis about spread. **My notes, examples, and questions**
Lab or safety notes **What must I handle carefully?**	No special lab safety notes today. Follow normal classroom and digital-work expectations. **My notes, examples, and questions**

Cornell Guided Notes

Genetics of Disease (Medical Interventions) | 2027-01-28

Cornell Notes - Continued

Summary

Today's lesson focused on Outbreak relationship map. The main target was: Build a relationship map linking patients, places, and times to find how an outbreak might be spreading. The evidence of learning is Notebook check: Node-and-link outbreak relationship map with labeled connections, circled source, and a one-sentence testable hypothesis.. In my own words, the most important idea from today is:

My summary

My final question or connection