Cornell Guided Notes

Genetics of Disease (Medical Interventions) | 2027-02-22

Name	Period	Date	Lesson
		2027-02-22	

Lesson focus

Bioethics debate: antibiotic stewardship

Key words and questions	Prepared details and student notes

Essential question
What is today's target?

Debate whether access to antibiotics should be limited to protect their effectiveness for everyone. Big idea: When a medical resource becomes less effective the more it is used, who bears the responsibility to limit use?

My notes, examples, and questions

Key words
What vocabulary unlocks the lesson?

- antibiotic
- bacteriostatic
- bactericidal
- MIC
- zone of inhibition
- resistance
- plasmid

My notes, examples, and questions

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Cornell Notes - Continued

Key words and questions	Prepared details and student notes
Must-know ideas **What should I understand by the end?**	- Antibiotic stewardship refers to coordinated programs that promote appropriate antibiotic use to slow resistance. - Resistance is an evolutionary process: prescribing an antibiotic for a non-bacterial illness still applies selection pressure to bacteria already present. - The WHO lists antimicrobial resistance among the top global public health threats because it threatens the effectiveness of all current antibiotics. **My notes, examples, and questions**
Process notes **What happens during class?**	- 0-10 min: Read the scenario; define antibiotic stewardship and antimicrobial resistance in notebook - 10-25 min: Draft CER: claim (your stewardship rule), reason, evidence from resistance data - 25-40 min: Partner exchange: find someone who would restrict differently; record their strongest counterpoint - 40-55 min: Write rebuttal; revise your rule if the counterpoint exposed a fairness gap - 55-68 min: Post CER to the discussion board - 68-80 min: Read two classmates' CERs; leave a one-sentence response to each **My notes, examples, and questions**

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Steps and evidence **What do I do and turn in?**	- Read the scenario: overusing antibiotics breeds resistance that harms future patients. - Write your Claim: how strictly should antibiotic use be controlled? - Add a Reason and Evidence about resistance and patient need. - Trade with a partner who weighs individual access differently and note their point. - Write a Rebuttal answering it. - Post your CER and read two classmates' stewardship rules. Evidence: CER - Written CER on antibiotic stewardship: specific rule, evidence about resistance and patient need, reasoning, and rebuttal. **My notes, examples, and questions**
Checks for understanding **How do I know I got it?**	- You will be able to argue a stewardship rule for antibiotic use. - You will be able to balance individual access against future effectiveness. - You will be able to rebut an opposing view. **My notes, examples, and questions**

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Cornell Notes - Continued

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Lab or safety notes **What must I handle carefully?**	Supplies: - Pre-poured agar plates (or simulation) - Antibiotic disks - Sterile forceps - Ruler or calipers for zone measurement - Inoculating loop - Marker and tape for labeling **My notes, examples, and questions**

Summary

Today's lesson focused on Bioethics debate: antibiotic stewardship. The main target was: Debate whether access to antibiotics should be limited to protect their effectiveness for everyone. The evidence of learning is CER: Written CER on antibiotic stewardship: specific rule, evidence about resistance and patient need, reasoning, and rebuttal.. In my own words, the most important idea from today is:

My summary

My final question or connection