

# Cornell Guided Notes

Human Anatomy & Physiology (Human Body Systems) | 2027-01-26

Name

Period

Date

Lesson

## Lesson focus

Bioethics: imaging and privacy

## Key words and questions

## Prepared details and student notes

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

Debate whether a patient's medical images and anatomy maps should be shared for teaching, then post a CER. Big idea: Patient medical images carry identifying information; using them for teaching requires balancing educational benefit against the right to privacy.

**My notes, examples, and questions**

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

- sagittal
- frontal
- transverse
- cavity
- tissue
- epithelial
- connective
- cartilage

**My notes, examples, and questions**

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## Cornell Notes - Continued

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**Must-know ideas**  
**What should I understand by the end?**

- Medical imaging (X-ray, MRI, CT) creates detailed anatomical records that can identify a patient.
- HIPAA protects patient health information; de-identification is required before images are used without fresh consent.
- Bioethical arguments must weigh concrete benefits against concrete harms rather than relying on feelings alone.

**My notes, examples, and questions**

**Process notes**  
**What happens during class?**

- 0-5: Intro: framing patient-image privacy question
- 5-20: Independent reading and two-column benefit/risk list
- 20-40: John Carroll bioethics group debate
- 40-55: Draft one-sentence claim and select strongest evidence
- 55-75: Write and post CER
- 75-80: Whole-class share of strongest opposing arguments

**My notes, examples, and questions**

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#### Steps and evidence What do I do and turn in?

- Read the prompt: should a hospital use real patient scans to teach students without re-asking permission each time?
- List two benefits to learners and two privacy risks to the patient.
- Choose a side and write a one-sentence claim with your reason.
- Debate in your John Carroll bioethics group and note the strongest opposing point.
- Post a CER response weighing teaching value against patient privacy.

Evidence: CER - One-paragraph CER on whether patient imaging data should be shared for teaching without renewed consent.

#### My notes, examples, and questions

#### Checks for understanding How do I know I got it?

- You can state a claim about using patient images for teaching.
- You can weigh a benefit against a privacy risk.

#### 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

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## Cornell Notes - Continued

### Summary

Today's lesson focused on Bioethics: imaging and privacy. The main target was: Debate whether a patient's medical images and anatomy maps should be shared for teaching, then post a CER. The evidence of learning is CER: One-paragraph CER on whether patient imaging data should be shared for teaching without renewed consent.. In my own words, the most important idea from today is:

**My summary**

**My final question or connection**