

Cornell Guided Notes

Principles of Biomedical Technology (Principles of Biomedical Science) | 2026-10-28

Name

Period

Date

Lesson

Lesson focus

Diagnostic disclosure debate

Key words and questions

Prepared details and student notes

Essential question
What is today's target?

Students debate how much diagnostic uncertainty a clinician should share with a new patient. Big idea: Informed consent is not just a signature: it requires deciding how much uncertainty a patient can and should know.

My notes, examples, and questions

Key words
What vocabulary unlocks the lesson?

- differential diagnosis
- evidence synthesis
- laboratory test
- patient chart
- recommendation

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?

- Differential diagnosis is an ordered list of possible conditions ranked by likelihood.
- Shared decision-making balances clinical expertise with the patient's right to understand their own data.
- Full versus staged disclosure each carry distinct patient-centered and clinical tradeoffs.

My notes, examples, and questions

Process notes
What happens during class?

- 0-8 min: Read the ambiguous-results case; annotate what you would want to know if you were the patient.
- 8-18 min: Define differential diagnosis, informed consent, shared decision-making.
- 18-35 min: Build two-point argument for your assigned disclosure position.
- 35-60 min: Structured debate: full-disclosure vs. staged-disclosure teams, teacher facilitates.
- 60-72 min: Write one-sentence summary of the most persuasive counterpoint.
- 72-80 min: Whole-class debrief; preview Wednesday team project.

My notes, examples, and questions

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Cornell Notes - Continued

Key words and questions

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Steps and evidence What do I do and turn in?

- Read a case where a new patient has ambiguous early test results.
- Choose a stance on full disclosure versus staged disclosure of uncertainty.
- List two patient-centered and two clinical reasons supporting your stance.
- Debate using terms like differential diagnosis, informed consent, and shared decision-making.
- Summarize the most persuasive counterpoint in one sentence.

Evidence: Exit ticket - One-sentence written summary of the most persuasive counterpoint from the disclosure debate.

My notes, examples, and questions

Checks for understanding How do I know I got it?

- Defend a position with patient-centered and clinical evidence.
- Use diagnostic vocabulary correctly during the debate.

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 Diagnostic disclosure debate. The main target was: Students debate how much diagnostic uncertainty a clinician should share with a new patient. The evidence of learning is Exit ticket: One-sentence written summary of the most persuasive counterpoint from the disclosure debate.. In my own words, the most important idea from today is:

My summary

My final question or connection