

Cornell Guided Notes

Principles of Biomedical Technology (Principles of Biomedical Science) | 2026-10-30

Name

Period

Date

Lesson

Lesson focus

Clinical diagnosis team project

Key words and questions

Prepared details and student notes

Essential question
What is today's target?

Student teams synthesize patient data to propose and justify a working diagnosis. Big idea: Clinical diagnosis is a team sport: synthesizing data from multiple sources and multiple perspectives improves accuracy.

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

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

- A shared evidence table organizes all workup data so the team can compare findings systematically.
- A ranked differential lists candidates from most to least likely, with data supporting each rank.
- Each team member owning a section of the recommendation distributes accountability and reduces blind spots.

My notes, examples, and questions

Process notes
What happens during class?

- 0-8 min: Assign team roles: chart reviewer, vitals analyst, lab analyst, genetics reader.
- 8-15 min: Agree on SOP: order in which the team reviews each chart section.
- 15-40 min: Independent analysis by role; each member flags normal vs. out-of-range values.
- 40-58 min: Build shared evidence table; generate ranked differential diagnosis as a group.
- 58-70 min: Select most likely candidate; each member drafts their recommendation section.
- 70-80 min: Each member records one data limitation; team shares aloud before end of period.

My notes, examples, and questions

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Cornell Notes - Continued

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Steps and evidence What do I do and turn in?

- As a team, define the SOP for reviewing a patient chart in a fixed order.
- Identify which variables in the chart are normal and which are out of range.
- Combine history, vitals, bloodwork, and genetics into a shared evidence table.
- Generate a ranked differential diagnosis and select the most likely candidate.
- Assign each member a section of the recommendation and note data limitations.

Evidence: Data table - Shared team evidence table with all four workup components, flagged out-of-range values, and a ranked differential diagnosis with the top candidate selected.

My notes, examples, and questions

Checks for understanding How do I know I got it?

- Team produces a ranked differential grounded in the full data set.
- Each member contributes a documented section and identifies one limitation.

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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Summary

Today's lesson focused on Clinical diagnosis team project. The main target was: Student teams synthesize patient data to propose and justify a working diagnosis. The evidence of learning is Data table: Shared team evidence table with all four workup components, flagged out-of-range values, and a ranked differential diagnosis with the top candidate selected.. In my own words, the most important idea from today is:

My summary

My final question or connection