Cornell Guided Notes

Principles of Biomedical Technology (Principles of Biomedical Science) | 2026-11-10

Name	Period	Date	Lesson
		2026-11-10	

Lesson focus

Infection-control case

Key words and questions	Prepared details and student notes
Essential question **What is today's target?**	Students analyze a hospital scenario to identify breaks in the chain of infection and prescribe controls. Big idea: Identifying the weakest link in a chain of infection is the first step in designing a targeted, evidence-based control. **My notes, examples, and questions**
Key words **What vocabulary unlocks the lesson?**	- nosocomial - pathogen - vector - reservoir - transmission - immune response - PPE - aseptic **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?**	- Each variable in a hospital scenario (patient immune status, staff behavior, environment) maps to a specific chain link. - An effective infection-control recommendation names the exact link it targets, not just a general hygiene tip. - Data limitations reveal where the recommendation could fail if assumptions are wrong. **My notes, examples, and questions**
Process notes **What happens during class?**	- 0-8 min: Record the hand hygiene and PPE donning/doffing SOP in your notebook. - 8-18 min: Read the hospital scenario; identify variables that raise or lower transmission risk. - 18-40 min: Trace the chain of infection for the case patient; mark the weakest link. - 40-58 min: Write a specific aseptic intervention that breaks the weakest link, with chain-based reasoning. - 58-70 min: Document one data limitation or assumption that could change the recommendation. - 70-80 min: Share chain finding with a partner; confirm you agree on which link is weakest. **My notes, examples, and questions**

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Steps and evidence **What do I do and turn in?**	- Record the SOP for hand hygiene and PPE donning and doffing. - Identify the variables in the scenario that raise or lower transmission risk. - Trace the chain of infection for one patient and locate the weakest link. - Recommend a specific aseptic intervention that breaks that link. - Document one limitation in your data or assumptions. Evidence: Pre-lab - Written analysis identifying the weakest chain-of-infection link in the scenario, naming the aseptic intervention, and stating one limitation. **My notes, examples, and questions**
Checks for understanding **How do I know I got it?**	- Identify a specific break in the chain of infection from the scenario. - Recommend a control measure and state 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 Infection-control case. The main target was: Students analyze a hospital scenario to identify breaks in the chain of infection and prescribe controls. The evidence of learning is Pre-lab: Written analysis identifying the weakest chain-of-infection link in the scenario, naming the aseptic intervention, and stating one limitation.. In my own words, the most important idea from today is:

My summary

My final question or connection