Cornell Guided Notes

Principles of Biomedical Technology (Principles of Biomedical Science) | 2026-11-12

Name	Period	Date	Lesson
		2026-11-12	

Lesson focus

Infection-control CER

Key words and questions	Prepared details and student notes
Essential question **What is today's target?**	Students write a CER recommending an infection-control plan supported by chain-of-infection evidence. Big idea: An infection-control CER is not a list of hygiene tips: it is a targeted argument that names a mechanism, predicts an outcome, and acknowledges uncertainty. **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

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Must-know ideas **What should I understand by the end?**	- The highest-priority control is the one that breaks the most vulnerable or most accessible link in the chain. - Predicting the expected effect requires reasoning from mechanism, not just assertion. - Every control plan has assumptions; stating them is the difference between a recommendation and a claim. **My notes, examples, and questions**
Process notes **What happens during class?**	- 0-8 min: Review Wednesday case analysis; confirm highest-priority chain link and proposed control. - 8-20 min: Write the claim: one sentence naming the highest-priority infection-control intervention. - 20-42 min: Write evidence: cite chain link, patient context, and transmission-route data. - 42-60 min: Write reasoning: link each evidence point to the claim and predict the expected effect. - 60-72 min: Add assumptions and limitations section. - 72-80 min: Peer review: confirm claim is specific, prediction is present, limitation is stated. **My notes, examples, and questions**

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Steps and evidence **What do I do and turn in?**	- State a claim naming the highest-priority control for the scenario. - Cite evidence from the chain of infection and the patient context. - Explain reasoning that links the control to interrupted transmission. - Predict the expected effect on infection risk if the control is applied. - Identify assumptions and limitations affecting the recommendation. Evidence: CER - CER naming the highest-priority infection-control intervention, citing chain-of-infection and patient-context evidence, predicting the expected effect, and stating assumptions and limitations. **My notes, examples, and questions**
Checks for understanding **How do I know I got it?**	- Write a CER with a clear control claim and chain-based evidence. - State the expected effect and at least 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 CER. The main target was: Students write a CER recommending an infection-control plan supported by chain-of-infection evidence. The evidence of learning is CER: CER naming the highest-priority infection-control intervention, citing chain-of-infection and patient-context evidence, predicting the expected effect, and stating assumptions and limitations.. In my own words, the most important idea from today is:

My summary

My final question or connection