

Cornell Guided Notes

Principles of Biomedical Technology (Principles of Biomedical Science) | 2026-11-16

Name

Period

Date

Lesson

Lesson focus

Outbreak privacy debate

Key words and questions

Prepared details and student notes

Essential question
What is today's target?

Students debate how much patient identity information should be shared during an active outbreak investigation. Big idea: Contact tracing saves lives by sharing data, but every data point shared is a patient's private health information.

My notes, examples, and questions

Key words
What vocabulary unlocks the lesson?

- epidemiology
- line list
- epidemic curve
- incubation
- prevalence
- incidence
- causative agent

My notes, examples, and questions

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Cornell Notes - Continued

Key words and questions

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

- Incidence measures new cases in a time period; prevalence measures all existing cases at one point in time.
- A line list is the core data-collection tool in an outbreak: it records case-level identifying and clinical information.
- The tension between public-health disclosure and individual privacy is a core bioethics challenge in epidemiology.

My notes, examples, and questions

Process notes
What happens during class?

- 0-8 min: Read the contact-tracing case; annotate what data investigators need versus what patients may want private.
- 8-18 min: Define incidence, prevalence, epidemic curve, line list.
- 18-35 min: Build two-point argument for public-health or privacy stance.
- 35-60 min: Structured debate; teacher tracks vocabulary use.
- 60-72 min: Record the strongest opposing point encountered.
- 72-80 min: Whole-class debrief; preview Wednesday outbreak lab.

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?

- Read a case where contact tracing requires sharing patient details.
- Choose a stance on prioritizing public health versus individual privacy.
- Gather two arguments for each side using line-list and contact-tracing examples.
- Debate using terms like incidence, prevalence, and epidemic curve.
- Record the strongest opposing point you encountered.

Evidence: Exit ticket - One-sentence statement of the strongest opposing argument encountered during the outbreak privacy debate.

My notes, examples, and questions

Checks for understanding
How do I know I got it?

- Defend a clear position with two evidence points.
- Use epidemiology vocabulary correctly during the debate.

My notes, examples, and questions

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Cornell Notes - Continued

Key words and questions

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Lab or safety notes
What must I handle carefully?

Supplies:

- Line-list data set
- Graph paper or spreadsheet
- Agar plates or simulation cards
- Inoculating loop
- Disposable gloves
- Disinfectant and biohazard disposal bag
- Lab notebook

My notes, examples, and questions

Summary

Today's lesson focused on Outbreak privacy debate. The main target was: Students debate how much patient identity information should be shared during an active outbreak investigation. The evidence of learning is Exit ticket: One-sentence statement of the strongest opposing argument encountered during the outbreak privacy debate.. In my own words, the most important idea from today is:

My summary

My final question or connection