

Cornell Guided Notes

Principles of Biomedical Technology (Principles of Biomedical Science) | 2026-11-23

Name

Period

Date

Lesson

Lesson focus

Triage ethics debate

Key words and questions

Prepared details and student notes

Essential question
What is today's target?

Students debate how scarce emergency resources should be allocated during mass-casualty triage. Big idea: Triage is ethical calculus under pressure: the criteria you use to sort patients reflect a value system, not just a medical protocol.

My notes, examples, and questions

Key words
What vocabulary unlocks the lesson?

- triage
- stabilization
- hemorrhage
- metabolism
- dose
- protocol
- medical surge

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?

- Triage assigns priority categories (immediate, delayed, minimal, expectant) based on injury severity and survival likelihood.
- Bleeding control and stabilization are the first two procedural responses after triage categorization.
- First-come versus survival-likelihood triage represent two fundamentally different ethical frameworks.

My notes, examples, and questions

Process notes
What happens during class?

- 0-8 min: Read the mass-casualty triage case; annotate one patient the two frameworks would treat differently.
- 8-18 min: Define triage, stabilization, bleeding control, immediate, delayed, expectant categories.
- 18-35 min: Build two-point ethical argument for your assigned triage framework.
- 35-60 min: Structured debate; teacher tracks vocabulary use.
- 60-72 min: Record the strongest opposing argument.
- 72-80 min: Whole-class debrief; preview Wednesday simulation.

My notes, examples, and questions

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Steps and evidence
What do I do and turn in?

- Read a case where emergency resources cannot treat all patients at once.
- Choose a stance on triage by survival likelihood versus first-come treatment.
- Gather two ethical arguments using triage and stabilization examples.
- Debate using terms like triage, stabilization, and bleeding control.
- Record the strongest opposing argument you heard.

Evidence: Exit ticket - One sentence identifying the strongest opposing triage argument encountered in the debate.

My notes, examples, and questions

Checks for understanding
How do I know I got it?

- Defend a clear triage position with two evidence points.
- Use emergency-response 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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Summary

Today's lesson focused on Triage ethics debate. The main target was: Students debate how scarce emergency resources should be allocated during mass-casualty triage. The evidence of learning is Exit ticket: One sentence identifying the strongest opposing triage argument encountered in the debate.. In my own words, the most important idea from today is:

My summary

My final question or connection