

Cornell Guided Notes

Principles of Biomedical Technology (Principles of Biomedical Science) | 2026-12-03

Name

Period

Date

Lesson

Lesson focus

Surge resource debate

Key words and questions

Prepared details and student notes

Essential question
What is today's target?

Students debate how a community should prioritize mobile medical resources during a public-health surge. Big idea: Medical surge exposes the gap between system capacity and community need: where you send limited resources is an equity decision, not just a logistical one.

My notes, examples, and questions

Key words
What vocabulary unlocks the lesson?

- surge capacity
- mobile care
- public health
- surveillance
- communication
- usability

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?

- Medical surge occurs when patient demand exceeds the normal capacity of a healthcare system.
- Mobile response facilities can extend capacity geographically, but deployment location determines who benefits.
- Public-health communication during a surge affects whether people seek care or stay home.

My notes, examples, and questions

Process notes
What happens during class?

- 0-8 min: Read the surge case; annotate which community group you think is most vulnerable.
- 8-18 min: Define medical surge, mobile response facility, and public-health communication.
- 18-35 min: Build two-point argument for your deployment stance.
- 35-60 min: Structured debate; teacher tracks vocabulary use.
- 60-72 min: Record the strongest opposing point.
- 72-80 min: Whole-class debrief; preview Wednesday design project.

My notes, examples, and questions

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Cornell Notes - Continued

Key words and questions

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Steps and evidence What do I do and turn in?

- Read a case where a region faces a sudden medical surge beyond capacity.
- Choose a stance on deploying mobile facilities to dense versus underserved areas.
- Gather two arguments using medical-surge and access examples.
- Debate using terms like medical surge, mobile response, and public-health communication.
- Record the strongest opposing point you heard.

Evidence: Exit ticket - One sentence recording the strongest opposing argument heard during the surge resource debate.

My notes, examples, and questions

Checks for understanding How do I know I got it?

- Defend a clear deployment position with two evidence points.
- Use surge-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 Surge resource debate. The main target was: Students debate how a community should prioritize mobile medical resources during a public-health surge. The evidence of learning is Exit ticket: One sentence recording the strongest opposing argument heard during the surge resource debate.. In my own words, the most important idea from today is:

My summary

My final question or connection