



BME 650: Biomedical Measurements and Instrumentation

Units: 3

Spring 2020— Mondays and Wednesdays, 9:30–10:50 am

Location: OHE 100B

Instructor: Maral Mousavi

Office: DRB 170

Office Hours: TBD based on student availability

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Catalogue Description

Design of biomedical instrumentation and diagnostic devices (aspects such as mechanics, electronic architecture, and chemical and biological components) used to measure physiological parameters. Design of biomedical measurement systems and diagnostic devices; design of different transducers to measure physiological parameters; design of diagnostic devices and methods for point-of-care detection of biomarkers in biological fluids (blood, sweat, saliva). Regulatory aspects of diagnostic devices.

Learning Objectives, Specific Outcomes of Instruction, and Relationship to Program Outcomes

1. Learning objectives

- Understand the principles and concepts of biomedical measurements and origins of biopotentials
- Understand the principles and concepts of design of medical electronics and signal processing for biomedical measurements
- Understand the principles and concepts of transducers and their application in biomedical devices and biomedical measurements
- Understand different aspects involved in development of medical devices (design of transducer, signal measurement, conditioning and processing, and regulatory aspects of device development)
- Understand fundamentals of diagnostic devices and biomarker testing in biological fluids
- Understanding the technical and societal factors involved in point-of-care diagnostics and wearable sensors
- Develop communication and team-working skills to be able to work in interdisciplinary biomedical teams

2. Course outcomes

- Outcome 1: Apply principles and concepts of electronics to analyze input and output signals in medical electronics
- Outcome 2: Apply principles and concepts of electronics to design filters for de-noising of medical measurements
- Outcome 3: Recognize different types of transducers, ongoing progress in improving their design, and their application in medical measurements
- Outcome 4: Apply principles and concepts of engineering to quantify and model measurements of biopotentials
- Outcome 5: Apply principles and concepts of sensing and engineering to (i) design diagnostic devices for detection of markers in biofluids, and (ii) be able to evaluate quality of diagnostic devices

- Outcome 6: Apply engineering tools to evaluate parameters needed for point-of-care health screening and mobile-health, and design of appropriate point-of-care diagnostic devices

Prerequisite(s): None

Co-Requisite(s): None

Concurrent Enrollment: None

Recommended Preparation: BME 513 recommended. Basic knowledge of electronics (EE 202 or equivalent courses), physics (PHYS 152L or equivalent courses), and chemistry (CHEM 105 A or equivalent courses). Fundamental knowledge of basic electronic circuits is necessary for doing well in this class.

Textbook: None, lecture notes only.

Recommended References: (Available for 2 hr check-out in Science and Engineering Library)

King, P., R. C. Fries. Design of Biomedical Devices and Systems, Marcel Dekker, 2003.

Normann, R.A. Principles of Bioinstrumentation, John Wiley & Sons, 1988.

Pallás-Areny, R., J. G. Webster. Sensors and Signal Conditioning, Wiley, 2000.

Togawa, T., T. Tamura, P.A. Oberg. Biomedical Transducers and Instruments, CRC Press, 1997.

Webster, J.G. Bioinstrumentation, Wiley, 2004.

Webster, J.G. Medical Instrumentation: Application and Design, 3rd ed., John Wiley & Sons, 1998.

Course Notes: This course is designed to introduce you to different aspects of biomedical instrumentation and diagnostics. Through homework assignments, exams, critical reading of primary literature, class presentations, and a collaborative project, students will learn design of biomedical instruments and diagnostic systems. The timeline on which the material will be covered is provided below and is subject to change, at the instructor's discretion and the class progress.

Web page: A class website will be setup on Blackboard containing information about the course: syllabus, reading handouts, homework assignments, grades, information about class activities, solutions to the homework sets, and an email directory of all students in the class. Use it as much as you find it useful. The web page can be accessed at: <https://Blackboard.usc.edu>.

Office Hours: Time and location for office hours will be identified at the beginning of first session of the class. Students are encouraged to take advantage of office hours

Class Format and Grading Policy:

The final grade will be based on the following:

- (1) Homework (35%)
 - a. Homework assignments each containing 3-10 questions will be distributed through the semester. Homework assignments are designed to test your understanding of material presented in class and your ability to apply that knowledge to engineering problems. From time to time, you may also be asked to do your own research and discover new material as part of your homework assignment. Appropriate reading (journal articles, reports, etc.) will be assigned to assist in homework and learning of the class content.
 - b. All questions on homework should be posted to the appropriate discussion board on Blackboard.
 - c. All homework assignments are due by 11:59 pm on the date indicated.
 - d. Homework assignments must be submitted via Blackboard. Only one pdf file should be submitted for each homework assignment. You can submit latex pdf files, word converted pdfs, or scanned images which are converted to pdf format.
 - f. Late homework submissions are not accepted under any circumstances. Start your homework assignments early.

- g. There will be 6-10 homework assignments. The two lowest scores will not be considered in your final grade.
- h. Show all work. All derivations must be included with symbols before numbers are “plugged in.” Units must accompany numerical results when applicable.
- i. Collaboration is permitted on HW, however copying is not. Collaboration is highly encouraged and includes discussions of concepts, exchange of information, and working together. Each student is responsible for individually preparing and fully understanding the work they submit. Review the university and course Integrity Policies (links below). They will be strictly enforced. This class has a **no-tolerance** policy on academic integrity violations – copying is a form of cheating.

(2) Exam 1 (25%)

(3) Exam 2 (25%)

(4) Final project (15%) [10% written report, 5% oral presentation]

- a. The goal of this final project is to cultivate team-working skills of the students, and provide an opportunity to exercise the theoretical knowledge gained in the classroom towards real-life medical problems. The project entails identifying a medical need and designing a biomedical device to address this need (using the knowledge gained in the classroom). Examples of such projects include: (i) Smart wound dressings for monitoring wound healing, (ii) Enhancing mobility of physically-disabled patients using wearable technology, and (iii) Application of smartphones for management of wound healing in diabetic patients.
- b. Students will be asked to work in teams of 2 to complete the final project.
- c. The team should submit a written document (less than 5 pages excluding references, single space, font size between 10-12 Times New Roman or Calibri) with appropriate citations, motivation of the work, proposed design, control experiments, and discussion about regulatory process for testing of the device. Each team will present the work in the classroom (10-15 minutes duration of presentation, no limitation on number of slides). One grade will be assigned to all the team members for their written report and oral presentation. All students are expected to contribute equally towards the final project. A one-page document stating individual contributions from each team-member should be submitted after the in-class presentations. A rubric for grading of final written report and oral presentation is provided (please see the Addendum).
- d. Students on DEN will work on the project individually and will only submit the written report (10% of their total grade).

Grading Breakdown

Grades will be based on the individual homework assignments and exams.

The weighting scheme for the final grade is below:

Exam 1	25%
Exam 2	25%
Homework Assignments	35%
Final Project	15%

Total: 100%

Homework/Academic Integrity Policy

Students are expected to spend approximately six hours per week on readings and assignments. Students are expected to do their own homework assignments and should completely understand everything that they submit as their own. It is anticipated and expected that students consult one another for clarification of concepts, advice, to compare the final numerical homework solution, etc. It is not acceptable to show someone else your written homework, even if it is easier than explaining a concept verbally. You may also use whatever materials you find on the web, in other texts, or other sources to assist in preparing your homework. Also, copying homework prepared by another student and plagiarizing are strictly prohibited. Violations of this policy will result in an **automatic F** in the class and filing of an academic misconduct report to the Office of Student Conduct. All students are expected to adhere to the USC standards of Academic Integrity (<http://www.usc.edu/student-affairs/SJACS/docs/AcademicIntegrityOverview.pdf> and <http://www.usc.edu/student-affairs/SJACS/docs/GradIntegrity.pdf>).

Course Schedule: A Weekly Breakdown (this schedule is tentative and subject to change)

	Topics Covered
Week 1 1/13,15	Course Introduction, Why we are taking this class? Characteristics of Measurement Systems Origin of Biopotentials Human Biopotentials Fundamentals of Electrochemical Measurements
Week 2 1/22	MLK Day Holiday Biopotential Electrodes, Other Electrodes
Week 3 1/27,29	Mechanical Transducers Pressure, Motion, and Force Measurement
Week 4 2/3,5	Measurement of Liquid and Gas Flows Light and Spectrophotometry
Week 5 2/10,12	Biomarkers used in Diagnostics Electrochemical Diagnostics
Week 6 2/17,19	Biosensors Point-of-care Diagnostic Systems
Week 7 2/24,26	President's Day Holiday Impedance Spectroscopy, oxygen sensors
Week 8 3/2,4	Exam 1 Wearable Devices

Week 9 3/9,11	Temperature Transducers Precision, Accuracy, and Noise in Data
3/16,18	Spring Break
Week 10 3/23,25	Review of Electronics and Introduction to Operational Amplifiers Operational Amplifiers, Signals and Noise
Week 11 3/30,4/1	Filters, Analog Linearization Interfacing to Computers
Week 12 4/6,8	Digital Signal Processing Introduction to Machine Learning
Week 13 4/13,15	Introduction to Machine Learning Regulation in Medical Devices
Week 14 4/20,22	Exam 2 Safety in Bioinstrumentation
Week 15 4/27,29	Final Review, Homework Review Course Evaluation Presentations of Final Project by Students

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

uscса.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Addendum

Scoring Rubric for Oral Presentations

Category	Scoring Criteria	Total Points	Score
Organization (15 points)	Information is presented in a logical sequence.	10	
	Presentation appropriately cites requisite number of references.	5	
Content (65 points)	The motivation of the work is clearly explained.	15	
	Technical terms are well-defined.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall goal of the project.	5	
	Methodology is clearly explained.	15	
	Conclusion summarizes the key point of the work.	5	
	Length of presentation is within the assigned time limits.	10	
Presentation (20 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	10	
Score	Total Points	100	

Scoring Rubric for Written Report

Category	Scoring Criteria	Total Points	Score
Introduction (45 points)	Motivation of the work is presented clearly.	10	
	Prior work is clearly explained and cited.	15	
	Gaps in the literature are explained.	10	
	Proposed method and element of novelty is explained clearly.	10	
Discussions (30 points)	Details of proposed method is explained.	10	
	Control experiments are discussed.	5	
	Design and fabrication are depicted using illustrations and figures.	10	
	Appropriateness of the proposed approach and to the medical need is discussed.	5	
Conclusion (10 points)	The key findings in the proposed approach are summarized.	5	
	Advantages and disadvantages of the proposed approach are discussed.	5	
Grammar and Writing (15 points)	Writing is grammatically correct.	5	
	Words have correct spelling.	5	
	Writing is simple and understandable and avoids use of unnecessary jargon and complicated wording.	5	
Score	Total Points	100	