

Course Outline (W2021)

BME674: Biomedical Instrumentation

Instructor(s)	Mohammad Ali Tavallaei [Coordinator] Office: Online (Zoom) Phone: (416) 979-5000 x 6078 Email: ali.tavallaei@ryerson.ca Office Hours: Tuesdays 3-4 pm
Calendar Description	This course deals with the application and design of medical instrumentation systems for which the source of the signals is living tissue or energy applied to living tissues. The major emphasis will be on, transduction principles, sensors, detectors, electronic signal conditioning and processing techniques, and electrical safety standards for medical instrumentation. Some of the major topics include: sensors and transducers - e.g. displacement, resistive, inductive, capacitive, piezoelectric, temperature, radiation thermometry, optical etc.; special-purpose amplification and signal processing techniques; ECG-EMG-EEG biopotential electrodes and amplifiers; non-invasive blood pressure, flow-rate and volume sensing and measurement techniques; respiratory plethysmography; electrochemical biosensors and laboratory instruments; medical imaging systems; and designs for electrical safety. Important instrumentation design concepts are illustrated through design labs, a final design project, and use of circuit simulation tools.
Prerequisites	BLG 601 and BME 532 and BME 538 and BLG 701 and BME 506 and CEN 199
Antirequisites	None
Corerequisites	None
Compulsory Text(s):	1. Medical Instrumentation: Application and Design, John G. Webster, 5 th edition, John Wiley and Sons, Inc, 2020.
Reference Text(s):	1. Bioinstrumentation, John G. Webster (Editor), John Wiley & Sons, Inc, 2004.
Learning Objectives (Indicators)	<p>At the end of this course, the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Describe differences between methods and components and then perform a specific method and component integration in a hypothetical design situation. Subsequently integrate the generated ideas into a design plan for a simple biomedical instrumentation system, generating ideas creatively or ad-hoc where established methods fail. (4b) 2. Describe iterative process models of design and modify, improve or elaborate a design state using feedback (from expert or system performance results) to achieve specified targets. (4c) 3. Demonstrate the ability to use the knowledge on biomedical instrumentation and measurement equipment for obtaining valid data. (5a) 4. Produce formal lab and project reports using appropriate format, grammar, and citation styles for technical and non-technical audiences. Cites evidence (e.g. data sheets, literature) to support the design considerations. (7a) 5. Know the role of the biomedical engineer in society. Including responsibility for protecting, specifically, patient safety, and, generally, the broader public interest. (8b) 6. Describe interactions between biomedical instrumentation system design and economic and environmental factors. (9b) 7. Demonstrate the ability to source and use technical information related to biomedical instrumentation. (12a) <p>NOTE: Numbers in parentheses refer to the graduate attributes required by the Canadian Engineering Accreditation Board (CEAB).</p>

Course Organization	3.0 hours of lecture per week for 13 weeks 2.0 hours of lab per week for 12 weeks 0.0 hours of tutorial per week for 12 weeks														
Teaching Assistants	Nauman Baig: nauman.m.baig@ryerson.ca Alykhan Sewani: alykhan.sewani@ryerson.ca Daniel Nussey: dnussey@ryerson.ca														
Course Evaluation	<table border="1"> <thead> <tr> <th colspan="2">Theory</th> </tr> </thead> <tbody> <tr> <td>Midterm Exam</td> <td>25 %</td> </tr> <tr> <td>Final Exam</td> <td>45 %</td> </tr> <tr> <th colspan="2">Laboratory</th> </tr> <tr> <td>Labs</td> <td>15 %</td> </tr> <tr> <td>Project</td> <td>15 %</td> </tr> <tr> <td>TOTAL:</td> <td>100 %</td> </tr> </tbody> </table> <p>Note: In order for a student to pass a course, a minimum overall course mark of 50% must be obtained. In addition, for courses that have both "Theory and Laboratory" components, the student must pass the Laboratory and Theory portions separately by achieving a minimum of 50% in the combined Laboratory components and 50% in the combined Theory components. Please refer to the "Course Evaluation" section above for details on the Theory and Laboratory components (if applicable).</p>	Theory		Midterm Exam	25 %	Final Exam	45 %	Laboratory		Labs	15 %	Project	15 %	TOTAL:	100 %
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Examinations	Midterm exam in Week 7, two hours, open book (covers up to the prior week of the midterm exam). Final exam, during the exam period, three hours, open book (covers Weeks 1-13).														
Other Evaluation Information	None														
Teaching Methods	The lectures will be provided in both a prerecorded and live format (Zoom). The prerecorded portions of each lecture will be shared online through D2L.														
Other Information	<p>Major Design Lab Project</p> <p>For the course project, the students are expected to design a biomedical signal acquisition and processing system, with a user interface, within the Multisim and Proteus Design Suite Environment. The project is open-ended. The student can choose the measurand, appropriate transduction principle, components, and quantification approaches for their design while adhering to the general design process for medical instrumentation. The last 4 weeks of the lab sessions will be used for the project work. The students can do the groundwork for the project from the start of the course. They will submit a proposal outlining their design plan with proper justifications of their design considerations by Week 9 and should be evaluated and approved by the Instructor/TA. From week 9 to 13, students will engage in the implementation phase. During this phase, students will consult with the instructor/TA to discuss their weekly progress and incorporate feedback to improve their design. The last week of their respective lab sessions, the students will demonstrate their projects to the Instructor/TA and submit a report with the following sections: problem definition, literature survey (on the justification for their design), methodology, implementation details, and performance analysis. The project reports should be written so that a non-technical reader can understand the main theme of the project. Students should clarify their contributions. The project will be evaluated based on the proposed design considerations incorporating the following four factors: (i) Signal, (ii) Medical, (iii) Environmental, and (iv) Economic (Refer to Figure 1.23 in the Text Book for more details). The report should clearly justify the design choices with respect to the above four factors.</p>														

Course Content

Week	Hours	Chapters / Section	Topic, description
1	3	Chapter 1 and 14 Sections 1.1-1.10, 1.25-1.27 14.1- 14.9	Basic Concepts of Medical Instruments & Electrical Safety
2-3	6	Chapter 1 Sections 1.11-1.24	Amplifiers and Signal Processing
4-6	6	Chapter 2 and 10 Sections 2.1-2.14, 10.1-10.2 and 10.9	Basic Sensors & Principles
7-8	3	Chapter 3	Microcontrollers in Medical Instrumentation
8-10	9	Chapter 4-6 Sections 4.1-4.2, 5.1-5.8 6.1-6.7, 6.10 (Self Study Sections 4.3-4.9)	The Origin of Biopotentials, Electrodes, and Amplifiers
11-12	6	Chapters 7-9 and 11, Sections 7.1 7.9, 7.10 7.13, 8.4,8.5-8.7,8.8 9.7, 11.1, 11.4	Applications: Measurements of Blood Pressure Flow Volume and Respiratory System. Overview of Laboratory Instrumentation
12-13	4	Chapter 12 Sections 12.5, 12.7, 12.8, 12.12	Medical Imaging: Radiography Ultrasonography Computed Tomography Magnetic Resonance Imaging

Laboratory(L)/Tutorials(T)/Activity(A) Schedule

Week	L/T/A	Description
1	Online	Design Lab 0: Introduction & Review
2-4	Online	Design Lab 1: Amplifiers and Signal Processing
5-6	Online	Design Lab 2: Sensors

7-9	Online	Design Lab3: ECG - Measurement and Monitoring
9-13	Online	Project (Major Design Lab): Biomedical Signal Acquisition – Use of Microcontrollers, amplifiers, and signal processing. Simulation in Proteus including serial data communication and User Interface.

Policies & Important Information:

Students must be reminded that they are required to adhere to all relevant university policies found in their online course shell in D2L and/or on the following URL: <http://ryerson.ca/senate/course-outline-policies>

1. Students are required to obtain and maintain a Ryerson e-mail account for timely communications between the instructor and the students;
2. Any changes in the course outline, test dates, marking or evaluation will be discussed in class prior to being implemented;
3. Assignments, projects, reports and other deadline-bound course assessment components handed in past the due date will receive a mark of ZERO, unless otherwise stated. Marking information will be made available at the time when such course assessment components are announced.
4. Ryerson senate policy 157 requires that any electronic communication by students to Ryerson faculty or staff be sent from their official Ryerson email account.
5. Familiarize yourself with the tools you will need to use for remote learning. The [Continuity of Learning Guide](#) for students includes guides to completing quizzes or exams in D2L or Respondus, using D2L Brightspace, joining online meetings or lectures, and collaborating with the Google Suite.
6. The University has issued a minimum technology requirement for remote learning. Details can be found at: <https://www.ryerson.ca/covid-19/students/minimum-technology-requirements-remote-learning>. Please ensure you meet the minimum technology requirements as specified in the above link.
7. Ryerson COVID-19 Information and Updates (available <https://www.ryerson.ca/covid-19/students>) for Students summarizes the variety of resources available to students during the pandemic.
8. Refer to our **Departmental FAQ** page for information on common questions and issues at the following link: <https://www.ee.ryerson.ca/guides/Student.Academic.FAQ.html>.

Missed Classes and/or Evaluations

When possible, students are required to inform their instructors of any situation which arises during the semester which may have an adverse effect upon their academic performance, and must request any consideration and accommodation according to the relevant policies as far in advance as possible. Failure to do so may jeopardize any academic appeals.

1. **Academic Consideration Requests for missed work** (e.g. missing tests, labs, etc) - According to [Ryerson Senate Policy 134](#), sections 1.2.3, if you miss any exams, quizzes, tests, labs, and/or assignments for health or compassionate reasons you need to inform your instructor(s) (via email whenever possible) in advance when you will be missing an exam, test or assignment deadline. When circumstances do not permit this, you must inform the instructor(s) as soon as reasonably possible "In the case of illness, a [Ryerson Student Health Certificate](#), or a letter on letterhead from an appropriate regulated health professional with the student declaration portion of the Student Health Certificate attached. For reasons other than illness, proper documentation is also required (e.g. death certificate, police report, TTC report). **ALL supporting documentation for illness or compassionate grounds MUST be submitted within three (3) working days of the missed work.** **NOTE: You are required to submit all of your pertinent documentation through Ryerson's online Academic Consideration Request system at the following link: <http://prod.apps.ccs.ryerson.ca/senateapps/acadconsform>.**
2. **Religious, Aboriginal and Spiritual observance** - If a student needs accommodation because of religious, Aboriginal or spiritual observance, they must submit a Request for Accommodation of Student Religious, Aboriginal and Spiritual Observance AND an Academic Consideration Request form within the first 2 weeks of the class or, for a final examination, within 2 weeks of the posting of the examination schedule. If the requested absence occurs within the first 2 weeks of classes, or the dates are not known well in advance as they are linked to other conditions, these forms should be submitted with as much lead time as possible in advance of the absence. Both documents are available at www.ryerson.ca/senate/forms/reobservforminstr.pdf. **If you are a full-time or part-time degree student, then you submit the forms to your own program department or school;**
3. **Academic Accommodation Support** - Before the first graded work is due, students registered with the [Academic Accommodation Support office](#) (AAS - www.ryerson.ca/studentlearningsupport/academic-accommodation-support) should provide their instructors with an Academic Accommodation letter that describes their academic accommodation plan.

Virtual Proctoring Information (if used in this course)

Online exam(s) within this course may use a virtual proctoring system. Please note that your completion of any such virtually proctored exam may be recorded via the virtual platform and subsequently reviewed by your instructor. The virtual proctoring system provides recording of flags where possible indications of suspicious behaviour are identified only. Recordings will be held for a limited period of time in order to ensure academic integrity is maintained and then will be deleted.

Access to a computer that can support remote recording is your responsibility as a student. The computer should have the latest operating system, at a minimum Windows (10, 8, 7) or Mac (OS X 10.10 or higher) and web browser Google Chrome or Mozilla Firefox. You will need to ensure that you can

complete the exam using a reliable computer with a webcam and microphone available, as well as a typical high-speed internet connection. Please note that you will be required to show your Ryerson OneCard prior to beginning to write the exam. In cases where you do not have a Ryerson OneCard, government issued ID is permitted.

Information will be provided prior to the exam date by your instructor who may provide an opportunity to test your set-up or provide additional information about online proctoring. Since videos of you and your environment will be recorded while writing the exam, please consider preparing the background (room / walls) so that personal details are not visible, or move to a room that you are comfortable showing on camera.

Turnitin (if used in this course)

Turnitin.com is a plagiarism prevention and detection service to which Ryerson subscribes. It is a tool to assist instructors in determining the similarity between students' work and the work of other students who have submitted papers to the site (at any university), internet sources, and a wide range of books, journals and other publications. While it does not contain all possible sources, it gives instructors some assurance that students' work is their own. No decisions are made by the service; it generates an "originality report," which instructors must evaluate to judge if something is plagiarized.

Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin.com. Instructors can opt to have student's papers included in the Turnitin.com database or not. Use of the Turnitin.com service is subject to the terms-of-use agreement posted on the Turnitin.com website. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with their instructor to make alternate arrangements.

Even when an instructor has not indicated that a plagiarism detection service will be used, or when a student has opted out of the plagiarism detection service, if the instructor has reason to suspect that an individual piece of work has been plagiarized, the instructor is permitted to submit that work in a non-identifying way to any plagiarism detection service.

Academic Integrity

Ryerson's [Policy 60 \(the Academic Integrity policy\)](#) applies to all students at the University. Forms of academic misconduct include plagiarism, cheating, supplying false information to the University, and other acts. The most common form of academic misconduct is plagiarism - a serious academic offence, with potentially severe penalties and other consequences. It is expected, therefore, that all examinations and work submitted for evaluation and course credit will be the product of each student's individual effort (or an authorized group of students). Submitting the same work for credit to more than one course, without instructor approval, can also be considered a form of plagiarism.

Suspensions of academic misconduct may be referred to the Academic Integrity Office (AIO). Students who are found to have committed academic misconduct will have a Disciplinary Notation (DN) placed on their academic record (not on their transcript) and will normally be assigned one or more of the following penalties:

1. A grade reduction for the work, ranging up to and including a zero on the work (minimum penalty for graduate work is a zero on the work);
2. A grade reduction in the course greater than a zero on the work. (Note that this penalty can only be applied to course components worth 10% or less, and any additional penalty cannot exceed 10% of the final course grade. Students must be given prior notice that such a penalty will be assigned (e.g. in the course outline or on the assignment handout);
3. An F in the course;
4. More serious penalties up to and including expulsion from the University.

The unauthorized use of intellectual property of others, including your professor, for distribution, sale, or profit is expressly prohibited, in accordance with Policy 60 (Sections 2.8 and 2.10). Intellectual property includes, but is not limited to:

1. Slides
2. Lecture notes
3. Presentation materials used in and outside of class
4. Lab manuals
5. Course packs
6. Exams

For more detailed information on these issues, please refer to the [Academic Integrity policy](https://www.ryerson.ca/senate/policies/pol60.pdf) (https://www.ryerson.ca/senate/policies/pol60.pdf) and to the Academic Integrity Office website (https://www.ryerson.ca/academicintegrity/).

Academic Accommodation Support

Ryerson University acknowledges that students have diverse learning styles and a variety of academic needs. If you have a diagnosed disability that impacts your academic experience, connect with Academic Accommodation Support (AAS). Visit the [AAS website](#) or contact aaadmin@ryerson.ca for more information.

Note: All communication with AAS is voluntary and confidential, and will not appear on your transcript.

Important Resources Available at Ryerson

1. [The Library](https://library.ryerson.ca/) (https://library.ryerson.ca/) provides research workshops and individual assistance. Inquire at the Reference Desk on the second floor of the library, or go to library.ryerson.ca/guides/workshops
2. [Student Learning Support](https://www.ryerson.ca/studentlearningsupport) (https://www.ryerson.ca/studentlearningsupport) offers group-based and individual help with writing, math, study skills and transition support, as well as resources and checklists to support students as online learners (<https://www.ryerson.ca/studentlearningsupport/online-resources/>).
3. You can submit an Academic Consideration Request (<https://prod.apps.ccs.ryerson.ca/senateapps/acadconsform>) when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the Senate website (<https://www.ryerson.ca/senate/>) and select the blue radial button on the top right hand side entitled: Academic Consideration Request (ACR). COVID 19 specific statement for Fall 2020 related to academic consideration has been built into the on-line academic consideration system and is also on the senate website.
4. At Ryerson, we recognize that things can come up throughout the term that may interfere with a student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis. Below are resources we encourage all Ryerson community members to access to ensure support is reachable. <https://www.ryerson.ca/mental-health-wellbeing>. **If support is needed immediately, you can access these outside resources at anytime:**
 - o **Distress Line** - 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416-408-4357)
 - o **Good2Talk** - 24/7 hour line for postsecondary students (phone: 1-866-925-5454)
5. Ryerson COVID-19 Information and Updates for Students (<https://www.ryerson.ca/covid-19/students/>) summarizes the variety of resources available to students during the pandemic.
6. Familiarize yourself with the tools you will need to use for remote learning. The Continuity of Learning Guide (<https://www.ryerson.ca/centre-for-excellence-in-learning-and-teaching/learning-guide/>) for students includes guides to completing quizzes or exams in D2L or Respondus, using D2L Brightspace, joining online meetings or lectures, and collaborating with the Google Suite.