BENG 304: Modeling and Control of Physiological Systems

Spring 2017

Credits 3
W 4:30 pm - 7:10 am
Krasnow Institute – Room 229

Instructor:
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Professor
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Office hours: Wednesdays 2:00pm-4:00 pm and by appointment

Prerequisite(s): Grade C or better in
1. Calculus including Differential Equations (MATH 214 or equivalent)
2. Elementary Physics (PHYS 260 or equivalent)
3. Signals and Systems (BENG/ECE 320 or equivalent)
4. Human Physiology (BENG 313 or equivalent)

Textbook (Required):
Physiological Control Systems: Analysis, Simulation and Estimation
By: Michael C. K. Khoo
Publisher: Wiley IEEE Press, 1999

Course Description:
The complexity of human physiology and the interrelationships between molecules, cells, tissues, organs and organ systems has been a daunting challenge in our quest to understand life and disease. One aspect of bioengineering aims to utilize quantitative mathematical descriptions of physiological processes in the form of computer models to understand complex relationships that cannot readily be experimentally observed. These techniques have the potential to provide a more in-depth understanding of the function of the human body, both for basic science research as well as for diagnosis and treatment of disease. This course will introduce the basic concepts and tools for modeling physiological systems using engineering principles and analogies, and discuss several practical applications. The course will involve extensive hands-on modeling using MATLAB and SIMULINK.
Learning Objectives

a) At the end of the course:
   - Students will be able to explain the need for modeling in biomedical science and medicine.
   - Students will be able to describe the considerations for developing predictive models at multiple scales to answer specific physiological questions.
   - Students will be able to apply mathematical descriptions to analyze physiological systems.
   - Students will be able to explain how to interpret the results of modeling in the context of normal and abnormal physiology.

b) The following student learning outcomes will be directly assessed:
   - Students will have an ability to apply knowledge of mathematics (including differential equations and statistics), science (including biology and physiology), and engineering to solve problems at the interface of engineering and biology.
   - Students will have an ability to communicate effectively.
   - Students will have a recognition of the need for, and an ability to engage in life-long learning, specifically:
     - students recognize the need to learn on their own by seeking out relevant information when facing an unfamiliar problem in homework or project
     - students are able to integrate information gathered from multiple sources, such as textbooks, online resources, experts, and peer-to-peer discussions, to solve an unfamiliar problem
   - Students will have an ability to use computational tools, such as modeling, pattern recognition, to understand living systems

Grading:
Two take home midterm exams (30%)
Homework assignments (20%)
Project Report and Presentation (30%)
Final Exam (in class written exam) (20%)
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Deadline</th>
<th>Exams</th>
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<tbody>
<tr>
<td>1. Jan 25</td>
<td>Introduction to modeling Physiologic control systems Errors, verification and validation</td>
<td>Intro to SIMULINK</td>
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<tr>
<td>2. Feb 1</td>
<td>Analysis of 1st &amp; 2nd order systems</td>
<td>Khoo: chapter 2</td>
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<tr>
<td>3. Feb 8</td>
<td>Compartment models Feedback control</td>
<td>Khoo: chapters 3+4</td>
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<td>4. Feb 15</td>
<td>Lumped parameter models Circulatory system</td>
<td>Cardiac output cardiac failure</td>
<td>Hw1 + Proposal</td>
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<td>5. Feb 22</td>
<td>Linear physiologic models: Windkessel models Pharmacokinetics models Krogh oxygen diffusion model</td>
<td>Windkessel: Westerhof+Murgo Diffusion: Krogh</td>
<td>Hw2</td>
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<td>6. Mar 1</td>
<td>Non-linear physiologic models: Glucose regulation model Hodgkin-Huxley model</td>
<td>Glucose1 Hodgkin-Huxley</td>
<td>Hw3</td>
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<td>7. Mar 8</td>
<td>Linear systems of ODEs Numerical solution of ODEs Finite difference approximations</td>
<td>Intro Midterm 1</td>
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<td>8. Mar 15</td>
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<td>9. Mar 22</td>
<td>Numerical schemes for ODEs Schemes for stiff ODEs</td>
<td>Hw4</td>
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<td>10. Mar 29</td>
<td>Classification of PDEs Discretization techniques Finite difference methods</td>
<td>IntroFDM: chapter 1</td>
<td>Hw5 + Methods + revisions</td>
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<td>11. Apr 5</td>
<td>Hyperbolic PDEs</td>
<td>IntroFDM: chapters 4+5</td>
<td>Hw6</td>
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<td>12. Apr 12</td>
<td>Parabolic PDEs</td>
<td>Hw7</td>
<td>Midterm 2</td>
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<td>13. Apr 19</td>
<td>Finite elements Unstructured grids</td>
<td>Hw8 + Results + revisions</td>
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<td>14. Apr 26</td>
<td>Elliptic PDEs</td>
<td>IntroFDM: chapter 2</td>
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<td>15. May 3</td>
<td><strong>Project Presentations</strong></td>
<td>Hw9 + Final + slides</td>
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<td>16. May 10</td>
<td><strong>Final exam</strong></td>
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<td>Final</td>
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Course structure:
The course will consist of a weekly lecture, homework assignments, two take home exams, a written project report and project oral presentation, and a final in-class written exam. The homework assignments and take home exams will involve programming in MATLAB and SIMULINK and analysis of SIMULINK models. The project will involve hands-on implementation of a model of a physiological sub-system. This is a writing intensive class. The project report is an important component of the grade, and fulfills this requirement. The

Homework:
There will be assigned homework throughout the semester. The homework will involve programming and analysis of models and processing and analysis of real signals. Homework submitted after the due date will be penalized (15% penalty for each day late). No homework will be accepted after one week from the due date.

In-class Participation:
Active participation in class has been shown to improve learning and retention. You are expected to attend and prepare for each class. This includes reviewing previously covered material, as well as completing the assigned reading.

Midterm Exams:
There will be two take home midterm exams in the class. The midterm exams will be open book and notes. They will consist of numerical problems and problems involving analysis of models of physiological systems. The exams will test your understanding of mathematics, physics and physiology principles and the ability to apply them to solve physiological problems. The exams will be assigned via Blackboard and will be due in hardcopy in class on the date noted in the Syllabus. Absence from exams must be notified ahead of time and alternative arrangements made with the instructor. The topics covered in the exams will not be cumulative, i.e., the second midterm exam will only cover material discussed after the first midterm.

The reason for the take home exam instead of a traditional in-class exam is to eliminate the artificial constraint of time to allow you to think critically about a problem. Prepare for the take home exam in the same way you would prepare for a traditional in-class exam. If you fail to prepare ahead of time, I can assure you that you will not do well on the exam.

Since the midterm exams are take home, particular attention will be paid to concerns about plagiarism and cheating. Please review the statement on Academic Integrity described later in the Syllabus. All suspicious cases will be referred to Honor Committee without exception. The sanction for an Honor Committee violation on an exam in this class is a straight F. In particular, do not even think about engaging in the following, since it is quite likely you will be caught and referred to Honor Committee.

1. DO NOT collaborate with anyone else on the exam. The exam is supposed to be entirely your own work. If two students make suspiciously similar mistakes that are unlikely to be caused by chance, you will be referred to Honor Committee and the burden will be on you to provide evidence that you did the work yourself. If your answers otherwise raise suspicions, I might ask you to orally defend the answer to me.
2. Do not try to find answers on the internet. You will waste a lot of time looking, and it is unlikely you will find the correct answer. If you fail to describe the steps that you used to arrive at your final answer or conclusions, or a critical logical step in arriving at the answer is suspiciously missing, it will be assumed that you have not done the work on your own, and you will be referred to Honor Committee.

Project:
The students will be required to do an individual course project that will integrate the material learnt in the course. The project presentations and report will substitute for a traditional comprehensive final exam. The project topic can be chosen from a list of suggested topics. Typically the project will involve development and analysis of a model of a physiological sub-system. The student will be expected to seek out and integrate relevant information and demonstrate an ability to apply knowledge of mathematics, physics, biology and engineering to analyze physiological systems and evaluate the results. Students will develop sections of the project report throughout the semester and receive feedback.

Writing Intensive Requirement:
This course has been approved by the Faculty Senate Writing Across the Curriculum Committee to fulfill all/in part the Writing Intensive requirement in the Bioengineering major. It does so through the 3500-word project report. The project report will be completed through a draft/feedback/revision process. The final project report should be formatted as a 4-page, 2-column, IEEE conference paper in 12-point Times New Roman font, with appropriate references in IEEE format. The project report is expected to consist of four sections: (1) Introduction and Background, (2) Methods and Materials, (3) Results and (4) Discussion and Summary. Students are expected to submit drafts of these four sections by the indicated due dates. I will provide commentary on the draft, and the revised draft will be due by the indicated dates. For more detailed description of the expected contents of the project report, please see the project description.

Academic Honesty and Collaboration:
The integrity of the University community is affected by the individual choices made by each of us. GMU has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct.

With collaborative work, names of all the participants should appear on the work. Homework problems are designed to be undertaken independently. You may discuss your ideas with others and conference with peers; however, it is not appropriate to give your work to someone else to review. You are responsible for making certain that there is no question that the work you hand in is your own. If only your name appears on an assignment, your professor has the right to expect that you have done the work yourself, fully and independently.

Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be
properly cited. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting.

There will be a zero tolerance policy in this course for plagiarism and cheating in the written project report, in homework submissions, and in take home exam. Every instance of plagiarism or cheating will be reported to the GMU Honor Committee. No excuses. No exceptions. If you have any doubts about what constitutes plagiarism, please see the instructor. The sanction for an Honor Committee violation on an exam in this class will be a straight F.

Email Policy:
You must use your Mason email account for all email correspondence having anything to do with your work at Mason. Federal laws protecting your privacy rights require that we only communicate student information directly to students – and use of the university email system is our only way to validate your identity. You may forward your campus email elsewhere, but we can respond only to a Mason email account.

Relevant Campus and Academic Resources

Disability Services
Any student with documented learning disabilities or other conditions that may affect academic performance should: 1) make sure this documentation is on file with the Office of Disability Services (SUB I, Rm. 2500; 703-993-2474; http://ods.gmu.edu) to determine the accommodations you might need; and 2) talk with the instructor to discuss reasonable accommodations.

Office of Diversity, Inclusion and Multicultural Education
SUB 1, Rm. 2400; 703-993-2700; https://odime.gmu.edu

Writing Center
Robinson 114A; 703-993-1200; http://writingcenter.gmu.edu

WAVES: Wellness, Alcohol and Violence Education and Services
WAVES promotes wellness within the Mason community through health education, alcohol/drug assessment and education, and violence awareness, prevention and sexual assault response. We help students make healthy, safe choices and encourage lifelong, thoughtful healthy decision-making through individualized support, creative programming, and evidence-based education and outreach.

WAVES office 703-993-9999
SUB I, Suite 3200
24-Hour Sexual and Intimate Partner Violence Crisis Line 703-380-1434
waves.gmu.edu

  o 703-360-7273 (Fairfax County Office for Women and Domestic and Sexual Violence Services 25 hotline)
  o 703-228-4848 (Arlington County Domestic Violence Services Hotline)
CAPS: Counseling and Psychological Services
Counseling and Psychological Services (CAPS) provides a wide range of free confidential services to students, faculty, and staff. Services are provided by a staff of professional clinical psychologists, social workers, counselors, learning specialists, and psychiatric providers. CAPS individual and group counseling, workshops, and outreach programs are designed to enhance students’ personal experience and academic performance.
Visit us at caps.gmu.edu for additional resources.
  o For consultation or emergency assistance during office hours call 703-993-2380.
  o For assistance during non-office hours, call University Police at 703-993-4357.
  o 703-527-4077 (CrisisLink)
  o 1-800-273-8255 (National Suicide Prevention Lifeline)
  o 1-877-838-2838 (Veterans' Crisis Hotline)

Student Health Services (SHS) — Provides confidential health care to enrolled students in emergency and non-emergency circumstances on the Fairfax, Arlington and Prince William campuses. If there is a medical emergency and Student Health Services (SHS) is closed, please contact the free after-hours nurse ((703) 993-2831), a hospital emergency room, an urgent care facility, or call 911.

SUB 1, Suite 2300
703-993-2831

University Police:
Emergency: 911 Non-Emergency: (703) 993-2810
Reporting a Crime (Crime Solvers Anonymous Tip Hot-Line): (703) 993-4111
Mason Police Website: http://police.gmu.edu/
Eric Heath, Chief of Police Phone: (703) 993-3840 E-mail: eheath2@gmu.edu