



BIOE 303: Quantitative Physiology Lab

Meeting times and locations:

Monday (lecture): 1:00 – 1:50 PM, 2233 Everitt Laboratory (EL)

Tuesday (AB3 lab): 11:00 AM – 1:50 PM, 0215 EL

Tuesday (AB1 lab): 2:00 – 4:50 PM, 0215 EL

Thursday (AB2 lab): 2:00 – 4:50 PM, 0215 EL

Credit hours: 2

Prerequisites: Concurrent BIOE 302 enrollment allowed.

COURSE INFORMATION

Instructor

Megan Griebel, Ph.D. (mgriebel@illinois.edu)

Teaching Assistants (TAs)

- Siva Nalla (snalla2@illinois.edu), AB3
- Alex Yang (zy53@illinois.edu), AB1
- Alex Condon (acondon3@illinois.edu), AB2

Undergraduate Course Assistants (CAs)

- Leah Kuehl (lkuehl2@illinois.edu), AB3
- Lucas Swee (lzswee2@illinois.edu), AB1
- Vince Perez (vincep2@illinois.edu), AB2

Course Description

Lab exercises in this course consist of both hands-on and simulation experiments in animal and human physiology. Simulations are used to provide a mathematical description of physiological behavior, and the models are calibrated and validated through hands-on experiments.

Experiments will cover neural, cardiovascular, respiratory, and muscular systems. Simulations will cover neural, cardiovascular, respiratory, muscular, endocrine, and renal systems. The course will build upon models developed in BIOE 302, expanding them to systems capable of simulating their behavior under experimental conditions. Additionally, students will learn to analyze physiological signals, understand the limitations of modeling in physiology, and develop scientific communication skills.

Learning Objectives

At the end of the course, you should be able to:

- Explain basic terminology, anatomy, and physiology of several major human systems.
- Design experiments to test models.
- Analyze and interpret measured data to describe system behavior.
- Describe methods of measurement and monitoring of physiological systems.
- Work in teams to address design, testing, and presentation of a measurement technique for a physiological system or model validation.

COURSE RESOURCES

Course Website

The Canvas site (<https://canvas.illinois.edu/>) will be used for all course announcements and materials. Gradescope (integrated with Canvas; or <https://gradescope.com/>) will be used to turn in assignments.

Office Hours

- Prof. Office Hours: Wednesdays 11:00-11:55AM, EL0215
- TA Office Hours: TBD, check Canvas Office Hours Page for updated schedule
- By appointment with course instructor or TA

Textbook and Reading Materials

No textbook is required. Reading materials relevant to the content will be assigned via Canvas.

Course Content and Assignments

In this course, the topics include:

- Cardiovascular System (ECG and Pulse Plethysmograph, Blood Pressure, Impedance Cardiography)
- Nervous System (Cell Membrane Potential and Nernst-Goldman, Nerve Conduction Velocity, Neurophysiology)
- Skeletal Muscle (Electromyography EMG, Skeletal Muscle Physiology)
- Respiratory System (Ventilation and Lung Volumes)
- Renal System
- Endocrine System

For each lab, students will work in groups to complete at least one relevant assignment. The nature of the assignment and time allotment vary by the type of lab performed. Students are expected to complete assignments as a group, with equal effort. Grades will be based on quizzes, post-lab assignments, and participation (see below). Assignments will be submitted via Canvas/Gradescope.

Quizzes (10% total): Weekly quizzes will be given at the beginning of each lab section, with the objective to assess preparedness to perform that week's lab, including basics of the procedure and background information, as well as general physiology review covered in the pre-reading material. Quizzes will be administered in class, and students are expected to complete them individually, without notes or online resources. Alert the instructor via email of any absences from lab to arrange a make-up quiz.

Participation (5% total): As teamwork is central to the success of any experiment, you will receive a participation grade based on your effort as well as feedback from your group, TA, and instructor. Students are expected to complete assignments as a group, with equal effort. Students will be required to provide Author Contribution Statements on some assignments.

Post-Lab Assignments (75% total): For each lab session, students will work in groups to complete a relevant assignment. The nature and time allotment vary by the type of lab performed.

- **Question Sets and Lab Reports:** Students work in groups to perform assigned simulations or experiments with the BIOPAC system and answer all given questions and/or summarizing collecting data. For Lab Reports, students write a group report that

includes an introduction, materials and methods, results, discussion, and figures. Detailed instructions will be provided.

- *Virtual Lab Reports (PhysioEx)*: Students work in groups to perform virtual experiments using PhysioEx software. Due at the end of the lab session.

Final Project (10% total): Near the end of the semester, students will work in teams to complete a project using principles of physiological measurements and analysis gained throughout the semester. More information will be provided.

Grading

Components of Grade:

Category	Percentage of Course Grade
Participation	5%
Quizzes	10%
Lab Reports/ Assignments	75%
Project	10%

Grading Scale:

≥97.0	A+	≥87.0	B+	≥77.0	C+	≥67.0	D+
≥93.0	A	≥83.0	B	≥73.0	C	≥63.0	D
≥90.0	A-	≥80.0	B-	≥70.0	C-	≥60.0	D-

Scores will be rounded to the nearest 0.1%. Requests for grade inflation or extra points will not be accepted.

COURSE POLICIES

Course-Related Communication: Email communication is preferred between students and the instructor/TAs. The Canvas discussion board may also be used and will be occasionally monitored by the instructor or TAs. There is no guarantee that communication sent after 5:00 pm will be answered that same day. Please include "[BIOE 303 FA26]" in the subject line.

Attendance: This is a lab-based course in which attendance at weekly lecture and lab sessions is imperative for success, and your group's grade depends on your active involvement. Assignments (75% of grade) are based on laboratory exercises and participation is thus necessary to pass the course. Attendance in lecture is strongly encouraged, and students are responsible for all materials and announcements given during the class time. Students must be present and on time to take quizzes during lab sections. For planned schedule changes for university excused absences, religious observances, interviews, or university-sponsored athletic events, please contact the instructors as soon as possible, and at least two weeks before lab. In this case, students should coordinate with the instructors to complete a makeup lab. For last minute schedule changes, please alert the instructor, TAs, and lab group via email as soon as you are able.

Due to safety training requirements, students who arrive late to the lab and miss the safety overview might not be allowed to participate.

Illness Policy: Students who feel ill must not come to class. In this case, students should let the instructor/TA know as soon as possible and coordinate with their lab partner to complete the lab work. An appropriate plan for making up missed lab experiments (in-person or virtually) and

assignments will be initiated by the instructor as appropriate for the assignment, and agreed upon by the instructor, TA, and student. Repeated absences will require an absence letter from the Dean of Students addressed to the instructor.

Late Policy: The course late policy is as follows:

- Question Sets and Lab Reports are due by the posted deadlines.
- PhysioEx Lab Reports are due at the end of the relevant lab session.
- An assignment submitted within 24 hours after the deadline will lose 10% of the total points. An assignment submitted 24-48 hours after the deadline will lose 20% of the total points. No credit will be received after 48 hours past the assignment deadline.
- Each group will receive one 2-day extension on a question set assignment (not applicable for PhysioEx Lab Reports), with no penalty and no excuse needed. However, no partial credit option will be given after that point, and it is possible that feedback will be delayed.

Laptops and Mobile Devices: Mobile devices should be silenced and out of sight during lecture. Laptops and mobile phones may be used for course-related tasks only (e.g., to take notes, complete the quiz, or answer polling questions) and not for other coursework or email.

Safety: The procedures of the Quantitative Human Physiology Lab are designed to be safe for students and instructors. However, like most labs, there are things that can increase the risk of injury. A list of rules to be followed in this course will be provided. Students are expected to abide by all rules and safety guidelines and will sign their name to a safety agreement during the first week of the semester. Students who do not sign will not be allowed to participate in the course. Any student who knowingly endangers themselves, fellow students, or instructors will be asked to leave the lab immediately and will fail the course.

Use of Generative AI Technology: Generative AI, such as ChatGPT, Bard, and Microsoft Copilot/Bing Chat, can answer questions and generate text, images, and other media. The appropriate use of generative AI varies from course to course. In BIOE 303, there are times when generative AI may be useful in the course. If you choose to use generative AI as permitted below, you must document and attribute all AI contributions to your coursework and take full responsibility for the contributions including the accuracy of the information and reliability of sources. When using generative AI, keep a journal documenting prompts, AI responses, and your usage. Your instructor may ask you to provide this documentation.

You may use generative AI in BIOE 303 for the following:

- Revision of your own text in assignments for spelling and grammar
- Creating study aids (e.g., flashcards) for quizzes
- Testing and practicing your knowledge of course topics

You MAY NOT use generative AI in BIOE 303 for the following:

- Generating data for experiments conducted in the course
- Assistance during quizzes
- Writing entire sentences, paragraphs, or papers to complete class assignments such as lab reports or question sets
- Conducting basic research on the course and assignment topics for lab reports

If you have a question about the use of Generative AI, please reach out to your instructors. Failure to abide by these guidelines is a violation of academic integrity. We will investigate

suspected uses of generative AI that do not follow these guidelines and apply sanctions as outlined in the Illinois Student Code. Visit https://www.vpaa.uillinois.edu/digital_risk_management/generative_ai for guidance, support, and policies.

Academic Integrity: Students will sign their name to an academic honesty agreement during the first week of the semester in order to be allowed to participate in the course. Academic dishonesty may result in a failing grade. All students are expected to:

- Read and abide by the [University of Illinois at Urbana-Champaign Student Code](#), including [Article 1, Part 4: Academic Integrity](#).
- Perform all of the lab procedures themselves.
- Use only the data obtained by their lab group to write reports, unless stated otherwise by the TA or instructor.
- Write lab reports in assigned groups only. Although some discussions about data and analysis strategies may occur between groups, each lab report should reflect the work of that lab group only. (In the case of individual lab reports, students may discuss data and analysis strategies with their peers, however, each report should reflect the work of the individual student only.)
- Complete online quizzes without the aid of class materials, peer input, or the internet.
- Uphold the highest ethical standards, be honest, and practice academic integrity. This includes doing original work and citing sources used. TurnItIn will be used to check for plagiarism in assignments uploaded to Canvas.
- Ask the instructor(s) if in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity. Ignorance is not an excuse for any academic dishonesty.

UNIVERSITY POLICIES AND RESOURCES

Community of Care: As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Student Assistance Center (217-333-0050 or <http://odos.illinois.edu/community-of-care/referral/>). Based on your report, the staff in the Student Assistance Center reaches out to students to make sure they have the support they need to be healthy and safe.

Further, as a Community of Care, we want to support you in your overall wellness. We know that students sometimes face challenges that can impact academic performance (examples include mental health concerns, food insecurity, homelessness, personal emergencies). Should you find that you are managing such a challenge and that it is interfering with your coursework, you are encouraged to contact the Student Assistance Center (SAC) in the Office of the Dean of Students for support and referrals to campus and/or community resources.

Disability-Related Accommodations: To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor as soon as possible and provide the instructor with a Letter of Academic Accommodations from Disability Resources and Educational Services (DRES). To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class should apply for services with DRES and see the instructor as soon as possible. If you need accommodations for any sort of disability, please speak to me after class, or make an appointment to see me or see me during my office hours. DRES provides students with academic accommodations, access, and support services. To contact DRES, you may visit

1207 S. Oak St., Champaign, call 217-333-1970, e-mail disability@illinois.edu or visit the DRES website at <http://www.disability.illinois.edu/>. Here is the direct link to apply for services at DRES, <https://www.disability.illinois.edu/applying-services>.

If you are concerned you have a disability-related condition that is impacting your academic progress, there are academic screening appointments available that can help diagnosis a previously undiagnosed disability. You may access these by visiting the DRES website and selecting “Request an Academic Screening” at the bottom of the page.

Disruptive Behavior: Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students’ ability to learn and an instructor’s ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office for Student Conflict Resolution (<https://conflictresolution.illinois.edu>; conflictresolution@illinois.edu; 333-3680) for disciplinary action.

Diversity and Inclusion: We value all students regardless of background and are committed to fostering a climate of inclusion in the classroom. The diversity of participants in this course is a valuable source of ideas, problem solving strategies, and engineering creativity. If you feel that your or any other student’s contribution is not being valued for any reason, please speak with us directly or submit anonymous feedback.

Emergency Response Recommendations: Emergency response recommendations can be found at the following website: <http://police.illinois.edu/emergency-preparedness/>. You are encouraged to review this website and the campus building floor plans website within the first 10 days of class.

Family Educational Rights and Privacy Act (FERPA): Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See <https://registrar.illinois.edu/academic-records/ferpa/> for more information on FERPA.

Grainger College of Engineering Statement on Anti-Racism and Inclusivity: The Grainger College of Engineering is committed to the creation of an anti-racist, inclusive community that welcomes diversity along a number of dimensions, including, but not limited to, race, ethnicity and national origins, gender and gender identity, sexuality, disability status, class, age, or religious beliefs. The College recognizes that we are learning together in the midst of the Black Lives Matter movement, that Black, Hispanic, and Indigenous voices and contributions have largely either been excluded from, or not recognized in, science and engineering, and that both overt racism and micro- aggressions threaten the well-being of our students and our university community.

The effectiveness of this course is dependent upon each of us to create a safe and encouraging learning environment that allows for the open exchange of ideas while also ensuring equitable opportunities and respect for all of us. Everyone is expected to help establish and maintain an environment where students, staff, and faculty can contribute without fear of personal ridicule, or intolerant or offensive language. If you witness or experience racism, discrimination, micro-aggressions, or other offensive behavior, you are encouraged to bring this to the attention of the course director if you feel comfortable. You can also report these behaviors to the Bias

Assessment and Response Team (BART) (<https://bart.illinois.edu/>). Based on your report, BART members will follow up and reach out to students to make sure they have the support they need to be healthy and safe. If the reported behavior also violates university policy, staff in the Office for Student Conflict Resolution may respond as well and will take appropriate action.

Mental Health: Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee. If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center (217) 333-3704
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline (800) 273-8255
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)

If you are in immediate danger, call 911.

Religious Observances: Illinois law requires the University to reasonably accommodate its students' religious beliefs, observances, and practices in regard to admissions, class attendance, and the scheduling of examinations and work requirements. You should examine this syllabus at the beginning of the semester for potential conflicts between course deadlines and any of your religious observances. If a conflict exists, you should notify your instructor of the conflict to request appropriate accommodations. **This should be done in the first two weeks of classes.**

Sexual Misconduct Reporting Obligation: The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX Office. In turn, an individual with the Title IX Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: <https://wecare.illinois.edu/resources/students/#confidential>. Other information about resources and reporting is available here: <https://wecare.illinois.edu/>