Appendix number 1.5 to The Rector UR Resolution No. *12/2019*

SYLLABUS

**concerning the cycle of education** 2018 - 2024 (date range)

Academic year 2019/2020

1. BASIC INFORMATION CONCERNING THIS SUBJECT

|  |  |
| --- | --- |
| Subject | General genetics |
| Course code \* | Gen/C |
| Faculty of (name of the leading direction) | Faculty of Medicine |
| Department Name | Department of Genetics |
| Field of study | medical direction |
| level of education | uniform master's studies |
| Profile | practical |
| Form of study | stationary / extramural |
| Year and semester | year II, semester IV |
| Type of course | obligatory |
| Language | english |
| Coordinator | dr hab. prof. UR Izabela Zawlik |
| First and Last Name of the Teachers | dr hab. prof. UR Izabela Zawlik |

\* *-* According to the resolutions of Educational Unit

1.1. Forms of classes, number of hours and ECTS

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester No. | Lecture | Exercise | Conversation | Laboratory | Seminar | ZP | Praktical | Other | **Number of points ECTS** |
| IV | 20 | 10 | - | - | - | - | - | - | 3 |

1.2. The form of class activities

x classes are in the traditional form

☐ classes are implemented using methods and techniques of distance learning

1.3 Examination Forms (exam, credit with grade or credit without grade)

2.BASIC REQUIREMENTS

|  |
| --- |
| The student should know the basics of biochemistry and molecular biology. |

3. OBJECTIVES, OUTCOMES, AND PROGRAM CONTENT USED IN TEACHING METHODS

3.1 Objectives of this course

|  |  |
| --- | --- |
| C1 | Getting to know basic terms and the most important discoveries in the field of genetics |
| C2 | Understanding the impact of genes on cellular processes and phenotype |
| C3 | Understanding the principles of inheritance of monogenic and multifactorial features |
| C4 | Understanding the types and effects of chromosomal aberrations |
| C5 | Understanding the diagnostic possibilities of diseases conditioned by chromosomal aberrations |
| C6 | Understanding the diagnostic possibilities of diseases caused by gene mutations |
| C7 | Acquiring the ability to recognize the way inheritance of human traits and diseases |
| C8 | Acquiring the ability to select appropriate genetic tests depending on the type of health problems |
| C9 | Acquiring the ability to interpret the results of cytogenetic and molecular research |

**3.2 OUTCOMES FOR THE COURSE**

|  |  |  |
| --- | --- | --- |
| EK (the effect of education) | The content of learning outcomes defined for the class (module) | Reference to directional effects [[1]](#footnote-1) |
| EK­\_01 | He knows the basic concepts in the field of genetics. | C.W1. |
| EK\_02 | Describes the phenomena of gene coupling and interactions. | C.W2. |
| EK­\_03 | Describes the correct human karyotype and different types of gender determination. | C.W3. |
| EK­\_04 | Describes the structure of chromosomes and the molecular basis of mutagenesis. | C.W4. |
| EK­\_05 | He knows the principles of inheritance of various number of traits, inheritance of quantitative traits, independent inheritance of traits and inheritance of non-nuclear genetic information. | C.W5. |
| EK­\_06 | He knows the genetic conditions of human blood groups and the serological conflict in the Rh system. | C.W6. |
| EK­\_07 | Describes the aberrations of autosomes and heterosomes that cause disease, including ontogenesis cancers. | C.W7. |
| EK\_08 | He knows the factors influencing the primary and secondary genetic balance of the population. | C.W8. |
| EK­\_09 | He analyzes genetic crosswords and pedigrees of human traits and diseases, as well as evaluates the risk of a child's birth with chromosomal aberrations. | C.U1. |

**3.3 CONTENT CURRICULUM**

1. **Problems of the lecture**

|  |
| --- |
| Course contents |
| Introduction - "man in the face of the puzzles of inheritance" - the development of basic science and its impact on worldview and human health; creation and development of genetics - great discoveries and the role of chance; participation of Poles. |
| The phenomenon of life - molecular ground - unity and diversity of forms; continuity of the species and evolutionary character of development depending on environmental conditions; the human genome, why we are similar - gene families. |
| Cell as an integral body of the organism; intercellular signaling; organization of genetic information in the cell; molecular basis of inheritance - division of somatic cells and germline and cell cycle - introduction to carcinogenesis. |
| Gen and its function and genetic variability - polymorphism and errors resulting from abnormalities in the material containing genetic information - chromosomal aberrations, gene mutations; epigenetic changes. |
| "Repairing errors" - "repair genes"; the possibilities and limitations of gene therapy. |
| Basic rights of inheritance - selected clinical examples. |
| Diversity of population - "population genetics" and multifactorial inheritance. |
| Basics of "genetic testing" - clinical examination and genetic tests. |

1. **Problems of auditorium, seminar, laboratory and practical classes**

|  |
| --- |
| Course contents |
| Applications of classical chromosome testing methods. Indications for cytogenetic testing, chromosomal morphology, karyotype, karyotype, classical chromosomal test methods: GTG, CBG, RBG, Ag-NOR, HRT, principles of lymphocyte, fibroblast and amniocyte examination. |
| The importance of molecular cytogenetics in genetic testing. Fluorescent in-hybridization (FISH), types of probes, comparative genomic hybridization (CGH), microarray method, MLPA technique as a tool for the diagnosis of chromosomal aberrations. |
| Chromosomal aberrations that cause chromosomal syndromes. Division of chromosomal aberrations, causes of chromosomal aberration, mosaic and pseudomosaic character, record of chromosomal aberrations according to ISCN, effects of carrier of balanced and unbalanced aberrations, syndromes conditioned by chromosomal aberrations. |
| Molecular diagnosis of genetically conditioned diseases. Classification of genetic mutations, dynamic mutations, antecipation phenomena, mono-parental disomy - effects and effects, DNA methylation test, genetic causes of intellectual disability, genetic determinants of thrombophilia, genetic diagnosis of pregnancy failure, genetic determinants of Gilbert's syndrome, hemochromatosis, lactose intolerance, atopic dermatitis. |
| Recognition of types of inheritance of traits and human diseases - solving genetic crosses. Preparation and analysis of pedigrees. |

3.4 Didactic methods

**Lecture:** problem lecture, lecture with multimedia presentation

**Exercises:** working in groups, solving tasks, discussion.

4. METHODS AND EVALUATION CRITERIA

4.1 Methods of verification of learning outcomes

|  |  |  |
| --- | --- | --- |
| Symbol of effect | Methods of assessment of learning outcomes (Eg.: tests, oral exams, written exams, project reports, observations during classes) | Form of classes |
| EK\_01 | colloquium | Lectures, Exercises |
| EK\_02 | colloquium | Lectures |
| EK\_03 | colloquium | Exercises |
| EK\_04 | colloquium | Lectures, Exercises |
| EK\_05 | colloquium | Lectures |
| EK\_06 | colloquium | Exercises |
| EK\_07 | colloquium | Lectures, Exercises |
| EK\_08 | colloquium | Lectures |
| EK\_09 | colloquium, report | Exercises |

4.2 Conditions for completing the course (evaluation criteria)

|  |
| --- |
| Lectures (EK\_01, EK\_02, EK\_04, EK\_05, EK\_07, EK\_08)  Classes (EK\_01, EK\_03, EK\_04, EK\_06, EK\_\_07, EK\_09)  Positive evaluation of final colloquium and partial colloquiums, positive assessment of reports, 90% attendance at classes.  Assessment criteria:  5.0 - has knowledge of the education content at the level of 93% -100%  4.5 - shows knowledge of the content of education at the level of 85% -92%  4.0 - shows knowledge of the content of education at the level of 77% -84%  3.5 - shows knowledge of the content of education at the level of 69% -76%  3.0 - shows knowledge of the content of education at the level of 60% -68%  2.0 - shows knowledge of the educational content below 60%  Positive evaluation of the subject can be obtained only on condition of obtaining a positive assessment for each of the established learning outcomes. |

**5. Total student workload required to achieve the desired result in hours and ECTS credits**

|  |  |
| --- | --- |
| Activity | **The average number of hours to complete the activity** |
| Contact hours (with the teacher) resulting from the study schedule of classes | 30 |
| Contact hours (with the teacher) participation in the consultations, exams | 3 |
| Non-contact hours - student's own work  (preparation for classes, exam, writing a paper, etc.) | 45 |
| SUM OF HOURS | 78 |
| TOTAL NUMBER OF ECTS | 3 |

*\** *It should be taken into account that 1 ECTS point corresponds to 25-30 hours of total student workload.*

6. TRAINING PRACTICES IN THE SUBJECT

|  |  |
| --- | --- |
| Number of hours | - |
| Rules and forms of apprenticeship | - |

7. LITERATURE

|  |
| --- |
| Basic literature:   1. Michael A. Lieberman, Rick Ricer. BRS Biochemistry, Molecular Biology, and Genetics. Ed. 7. Wolters Kluwer Health (JL). 2019. 2. Benjamin Pierce. Genetics Essentials: Concepts and Connections. Ed. 4. Macmillan International Higher Education (JL. 2018. 3. Benjamin Pierce. Genetics: A Conceptual Approach. Ed. 6. Macmillan International Higher Education (JL). 2016. |
| Additional literature:   1. Cancer Genomics for the Clinician. Ramaswamy Govindan, Siddhartha Devarakonda. Eurospan (JL). 2019. 2. Color Atlas of Genetics. Eberhard Passarge. Georg Thieme (JL). 2017. |

Acceptance Unit Manager or authorized person

1. In the case of a path of education leading to obtaining teaching qualifications, also take into account the learning outcomes of the standards of education preparing for the teaching profession. [↑](#footnote-ref-1)