



| Teaching Guide | | | | |
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| Identifying Data | | | | 2022/23 |
| Subject (*) | Genetic Toxicology | Code | 610441018s | |
| Study programme | Máster Universitario en Bioloxía Molecular, Celular e Xenética (semipresencial) | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Official Master's Degree | 2nd four-month period | First | Optional | 3 |
| Language | SpanishGalician | | | |
| Teaching method | Hybrid | | | |
| Prerequisites | | | | |
| Department | BioloxíaDepartamento profesorado másterPsicoloxía | | | |
| Coordinador | Laffon Lage, Blanca | E-mail | blanca.laffon@udc.es | |
| Lecturers | Laffon Lage, Blanca | E-mail | blanca.laffon@udc.es | |
| Web | | | | |
| General description | In this subject the student will learn fundamental concepts on toxicology, will get familiar with the toxicokinetic and toxicodynamic aspects underlying the action of toxic agents, and will learn the fundamentals and utility of the main methodologies used for genetic risk assessment. | | | |

| Study programme competences | |
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| Code | Study programme competences |
| A6 | Skills of understanding the functioning of cells through the structural organization, biochemistry, gene expression and genetic variability. |
| A8 | Skills of having an integrated view of the previously acquired knowledge about Molecular and Cellular Biology and Genetics, with an interdisciplinary approach and experimental work. |
| A12 | Skills to understand, detect and analyze the genetic variation, knowing genotoxicity processes and methodologies for its evaluation, as well as carrying out diagnosis and genetic risk studies. |
| B3 | Skills of management of the information: that are able to gather and to understand relevant information and results, obtaining conclusions and to prepare reasoned reports on scientific and biotechnological questions |
| B5 | Ability to draft, represent, analyze, interpret and present technical documentation and relevant data in the field of the branch of knowledge of the master's degree in the native language and at least in another International diffusion language. |
| B6 | Skills of team work: that are able to keep efficient interpersonal relationships in an interdisciplinary and international work context, with respect for the cultural diversity. |
| B9 | Skills of preparation, show and defense of a work. |
| C1 | Ability to express oneself correctly, both orally and in writing, in the official languages of the autonomous community |
| C2 | Ability to know and use appropriately the technical terminology of the field of knowledge of the master, in the native language and in English, as a language of international diffusion in this field |
| C6 | Acquiring skills for healthy lifestyles, and healthy habits and routines. |

| Learning outcomes | | | |
|---|-----------------------------|-----|------------|
| Learning outcomes | Study programme competences | | |
| Working in group in a collaborative manner. | | BR6 | |
| Skills for speaking in public. | | BR9 | |
| Skills to express in scientific language and communicate in an effective manner. | | BR5 | CC1 CC2 |
| Skills to find and interpret any kind of toxicological information by using internet network and computer tools. | AR6 | BR3 | CC6 |
| Learning the physical-chemical processes that a toxic agent experiences when enters the body and the factors influencing absorption, distribution, metabolizing and excreting phases. | AR6 AR8 AR12 | | |



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| Learning the different relationships between the concentration of a toxic agent in the target location and the effects induced in the biological systems, and the factors influencing chemicals toxicity. | AR6 AR8 | | |
| Learning the relationship between genotoxicity processes and cancer development. | AR6 AR12 | | |
| Learning how assessment of exposure to genotoxic agents is carried out, and the advantages of biomonitoring vs. environmental assessment. | AR12 | | |
| Learning the different methodologies for genotoxicity assessment and the role of genetic polymorphisms as individual susceptibility biomarkers. | AR6 AR12 | | |

| Contents | |
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| Topic | Sub-topic |
| I. General principles in Toxicology | 1. Basic concepts in Toxicology 2. Toxicokinetics (ADME processes). 3. Toxicodynamics (dose-response curves, toxicity indexes, factors influencing toxicity). |
| II. Genetic Toxicology | 4. Genotoxicity and its relationship with cancer. 5. Genetic risk evaluation I: Analysis of exposure to genotoxic agents. 6. Genetic risk evaluation II: Methodologies for genotoxicity assessment. 7. Genetic risk evaluation III: Individual susceptibility. |
| III. Reproductive toxicogenetics | 8. Methodologies to evaluate chromosome and DNA damage in sperm. |

| Planning | | | | |
|---------------------------------|--------------------------|----------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies | Ordinary class hours | Student?s personal work hours | Total hours |
| Guest lecture / keynote speech | A6 A8 A12 | 0 | 35 | 35 |
| ICT practicals | B3 C2 C6 | 2 | 3 | 5 |
| Supervised projects | A12 B3 B5 B6 B9 C1 C2 | 0 | 20 | 20 |
| Seminar | B3 B5 B6 B9 C1 | 2 | 3 | 5 |
| Problem solving | A8 A12 B3 C6 | 1 | 3 | 4 |
| Mixed objective/subjective test | A6 A12 B3 B5 C1 | 1 | 0 | 1 |
| Personalized attention | | 5 | 0 | 5 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|--------------------------------|---|
| Methodologies | Description |
| Guest lecture / keynote speech | Videos in which the professors will introduce the program contents with multimedia stuff. |
| ICT practicals | Practical with computers about searching for and managing toxicological information in internet. The students who do not attend the synchronous session will have to complete a questionnaire on that topic and deliver it within the established deadline |
| Supervised projects | Supervised projects in groups of students about an issue proposed by the professor. Personalized attention will be given in order to provide orientation on the contents to be included in each project. The files corresponding to each project and its presentation will be delivered through Moodle before the deadline fixed. Later on, all projects will be available in Moodle. |
| Seminar | Bibliographic seminar: students will present their projects using Teams. |



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| Problem solving | The students will be provided with material on assessment of spermatid DNA fragmentation. The students will have to complete a questionnaire on that topic and deliver it within the established deadline. |
| Mixed objective/subjective test | At the end of the programme, an exam consisting of short answer and/or test-type questionnaire will be conducted. |

Personalized attention

| Methodologies | Description |
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| Guest lecture / keynote speech Supervised projects | Upon students' request, personalized attention will be provided in order to answer questions, to give support and orientation on the contents to be included in each project, and to provide with help for developing specific and transversal study programme competencies. The professors will be available in an established schedule on the weeks when the subject is developed, the week later, and the week before the first opportunity exam, to assist the students by Teams or email. |

Assessment

| Methodologies | Competencies | Description | Qualification |
|---------------------------------|--------------------------|---|---------------|
| Mixed objective/subjective test | A6 A12 B3 B5 C1 | Exam: short answer and/or test-type questionnaire. Passing this exam is mandatory to pass the whole subject. | 52 |
| ICT practicals | B3 C2 C6 | Students who do not attend the synchronous session should complete a questionnaire and deliver it by Moodle within the established deadline. For those students who did attend the synchronous session, attendance and participation will be evaluated, only when the student pass the exam. | 4 |
| Guest lecture / keynote speech | A6 A8 A12 | The content of the lectures will be evaluated in the exam | 0 |
| Problem solving | A8 A12 B3 C6 | Students must complete a questionnaire on practical lab activities and deliver it by Moodle within the established deadline. It will be evaluated only when the student pass the exam. | 4 |
| Supervised projects | A12 B3 B5 B6 B9 C1 C2 | It is mandatory to carry out a supervised project in group (if there are enough students). Marks obtained will be the same for all group members. It will be evaluated only when the student pass the exam. | 40 |
| Seminar | B3 B5 B6 B9 C1 | Mandatory presentation of the supervised project by Teams. | 0 |

Assessment comments

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| <p>The fraudulent performance of the tests or evaluation activities will imply a failure grade '0' in the subject in the corresponding opportunity, thus invalidating any grade obtained in all the evaluation activities for the extraordinary opportunity.</p> <p>Requirements to pass the subject: to deliver and present the supervised project, to deliver the questionnaire on practical lab activities, to deliver the ICT practices questionnaire (in case of missing the synchronous session), to obtain a minimum of 50% marks in the exam, and to obtain a minimum of 50% marks in the total subject.</p> <p>Second opportunity evaluation: In case of not having done this in due time, students must deliver and present a supervised project, deliver the questionnaire on practical lab activities and, in case of missing the synchronous session, deliver the ICT practices questionnaire, in addition to conduct the exam.</p> |
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Sources of information



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| Basic | <p>LIBROS: Greim, H.; Snyder, R. (2007) Toxicology and risk assessment: a comprehensive introduction. Chichester: John Wiley & sons. Klaassen, C.D.; Watkins III, J.B. (2005) Fundamentos de Toxicología de Casarett y Doull. Madrid: MacGraw Hill. Marquardt, H.; Schäfer, S.G.; McClellan, R.O.; Welsch, F. (1999) Toxicology. San Diego: Academic Press. Proudlock, R. (2016) Genetic Toxicology testing ? A laboratory manual. Elsevier. Repetto, M.; Repetto, G. (2009) Toxicología fundamental. Madrid: Díaz de Santos. Riviere, J.E. (2006) Biological concepts and Techniques in Toxicology. An integrated approach. New York: Taylor & Francis. Stine, K.E.; Brown, T.M. (2006) Principles of toxicology. 2nd edition. Londres: CRC Press Taylor & Francis. ARTIGOS: Albertini, R.J.; Anderson, D.; Douglas, G.R.; Hagmar, L.; Hemminki, K.; Merlo, F.; Natarajan, A.T.; Norppa, H.; Shuker, D.E.G.; Tice, R.; Waters, M.D.; Aitio, A. (2000) IPCS guidelines for the monitoring of genotoxic effects of carcinogens in humans. <i>Mutat. Res.</i> 463: 111-172. Cimino, M. C. 2006. Comparative overview of current international strategies and guidelines for genetic toxicology testing for regulatory purposes. <i>Environmental and Molecular Mutagenesis</i> 47:362-390. Gallo, V.; Khan, A.; Gonzales, C.; Phillips, D.H.; Schoket, B.; Györfy, E.; Anna, L.; Kovács, K.; Moller, P.; Loft, S.; Kyrtopoulos, S.; Matullo, G.; Vineis, P. (2008) Validation of biomarkers for the study of environmental carcinogens: A review. <i>Biomarkers</i> 13: 505 - 534. Imyanitov, E.N.; Togo, A.V.; Hanson, K.P. (2004) Searching for cancer-associated gene polymorphisms: promises and obstacles. <i>Cancer Lett.</i> 204: 3-14. Srám, R.J. y Binková, B. (2000) Molecular epidemiology studies on occupational and environmental exposure to mutagens and carcinogens, 1997-1999. <i>Environ. Health Perspect.</i> 108: 57-70. Young, R. 2002. Genetic toxicology: Web resources. <i>Toxicology</i> 173:103-121.</p> |
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| Complementary | <p>LIBROS: Barile, F.A. (2008) Principles of Toxicology Testing. Florida: CRC Press. Córdoba, D. (2001) Toxicología. Bogotá: Manual Moderno. DeCaprio, A. (2006) Toxicologic biomarkers. New York: Taylor and Francis. Hamadeh, H.K.; Afshari, C.A. (2004) Toxicogenomics. Principles and Applications. New Jersey: Wiley-Liss. Hodgson, E.; Levi, P.E. (1997) A textbook of modern toxicology. Connecticut: Appleton and Lange. IPCS (1993) Biomarkers and risk assessment: concepts and principles. International Programme on chemical safety. Environmental Health Criteria 155. World Health Organization. Geneva. Mendelsohn, M.L.; Mohr, L.C.; Peeters, J.P. (1998) Biomarkers. Medical and workplace applications. Washington D.C.: Joseph Henry Press. Mendelsohn, M.L.; Peeters, J.P.; Normandy, M.J. (1995) Biomarkers and occupational health: progress and perspectives. Washington D.C.: Joseph Henry Press. National Research Council of the National Academies (2006) Human biomonitoring for environmental chemicals. Washington D.C.: The National Academies Press. Niesink, R.J.M. (1996) Toxicology: principles and applications. Boca Raton-Florida: CRC Press. Repetto, M. (1995) Toxicología avanzada. Madrid: Díaz de Santos. ARTIGOS: Albertini, R.J.; Nicklas, J.A.; O'Neill, J.P. (1996) Future research directions for evaluating human genetic and cancer risk from environmental exposures. Environ. Health Perspect.104 (Suppl 3): 503-510. Au, W.W.; Oh, H.Y.; Grady, J.; Salama, S.A. y Heo, M.Y. (2001) Usefulness of genetic susceptibility and biomarkers for evaluation of environmental health risk. Environ. Mol. Mutagen.37: 215-225. Autrup, H. (2000) Genetic polymorphisms in human xenobiotica metabolizing enzymes as susceptibility factors in toxic response. Mutat. Res.464: 65-76. Bonassi, S. (1999) Combining environmental exposure and genetic effect measurements in health outcome assessment. Mutat. Res.428: 177-185. Butterworth, B.E.; Bogdanffy, M.S. (1999) A comprehensive approach for integration of toxicity and cancer risk assessments. Regul. Toxicol. Pharmacol.29: 23-36. Garte, S. (2001) Metabolic susceptibility genes as cancer risk factors: time for a reassessment? Cancer Epidemiol. Biomarkers Prev.10: 1233-1237. Gyorffy, E., Anna, L., Kovacs, K., Rudnai, P., and Schoket, B. (2008) Correlation between biomarkers of human exposure to genotoxins with focus on carcinogen-DNA adducts. Mutagenesis 23:1-18. Ingelman-Sundberg, M. (2001) Genetic variability in susceptibility and response to toxicants. Toxicol. Lett.120: 259-268. Lang, M. y Pelkonen, O. (1999) Metabolism of xenobiotic and chemical carcinogenesis. Metabolic polymorphisms and susceptibility to cancer. IARC Scientific Publications No. 148. International Agency for Research on Cancer. Lyon. pp: 13-22. Norppa, H. (2001) Genetic polymorphisms and chromosome damage. Int. J. Hyg. Environ. Health204: 31-38. Pavanello, S. (2003) Metabolic and DNA repair variations in susceptibility to genotoxins. Polycyclic Aromatic Compounds23: 49-107. Pavanello, S. y Clonfero, E. (2000) Biological indicators of genotoxic risk and metabolic polymorphisms. Mutat. Res.463: 285-308. Seidegard, J. y Ekström, G. (1997) The role of human glutathione transferases and epoxide hydrolases in the metabolism of xenobiotics. Environ. Health Perspect.105: 791-799. Talaska, G.; Maier, A.; Henn, S.; Booth-Jones, A.; Tsuneoka, Y.; Vermeulen, R.; Schumann, B.L. (2002) Carcinogen biomonitoring in human exposures and laboratory research: validation and application to human occupational exposures. Toxicol. Lett.134: 39-49. Thier, R.; Brüning, T.; Roos, P.H.; Golka, K.; Ko, Y. y Bolt, H.M. (2003) Markers of genetic susceptibility in human environmental hygiene and toxicology: the roles of selected CYP, NAT and GST genes. Int. J. Hyg. Environ. Health206: 149-171. Thybaud, V., Le Fevre, A.-C., and Boitier, E. 2007. Application of toxicogenomics to genetic toxicology risk assessment. Environmental and Molecular Mutagenesis 48:369-379.</p> |
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| Recommendations |
| Subjects that it is recommended to have taken before |
| Genetic Variation Mechanisms/610441005s |
| Subjects that are recommended to be taken simultaneously |
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| Subjects that continue the syllabus |
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| Other comments |
| -Computer skills (user level) are recommended in order to use the Moodle platform and prepare the supervised project and its presentation.-English language is recommended, in order to read the bibliographic stuff.-In order to contribute to a sustainable environment and to comply with point 6 of the "Faculty of Sciences Environmental Declaration (2020)", documents prepared for this subject must be delivered in digital format. In case of using paper:Plastics must not be used.Printing must be both sides.Recycled paper must be used.Draft printing must be avoided. |



(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.