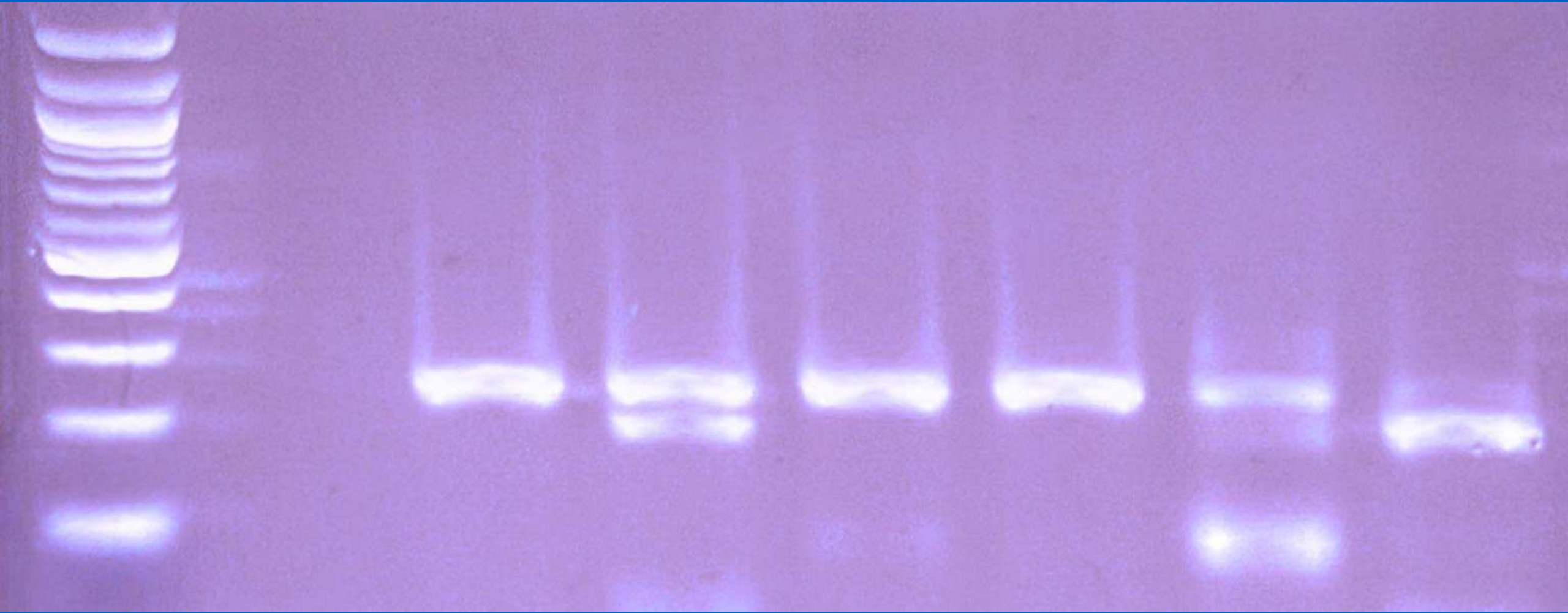


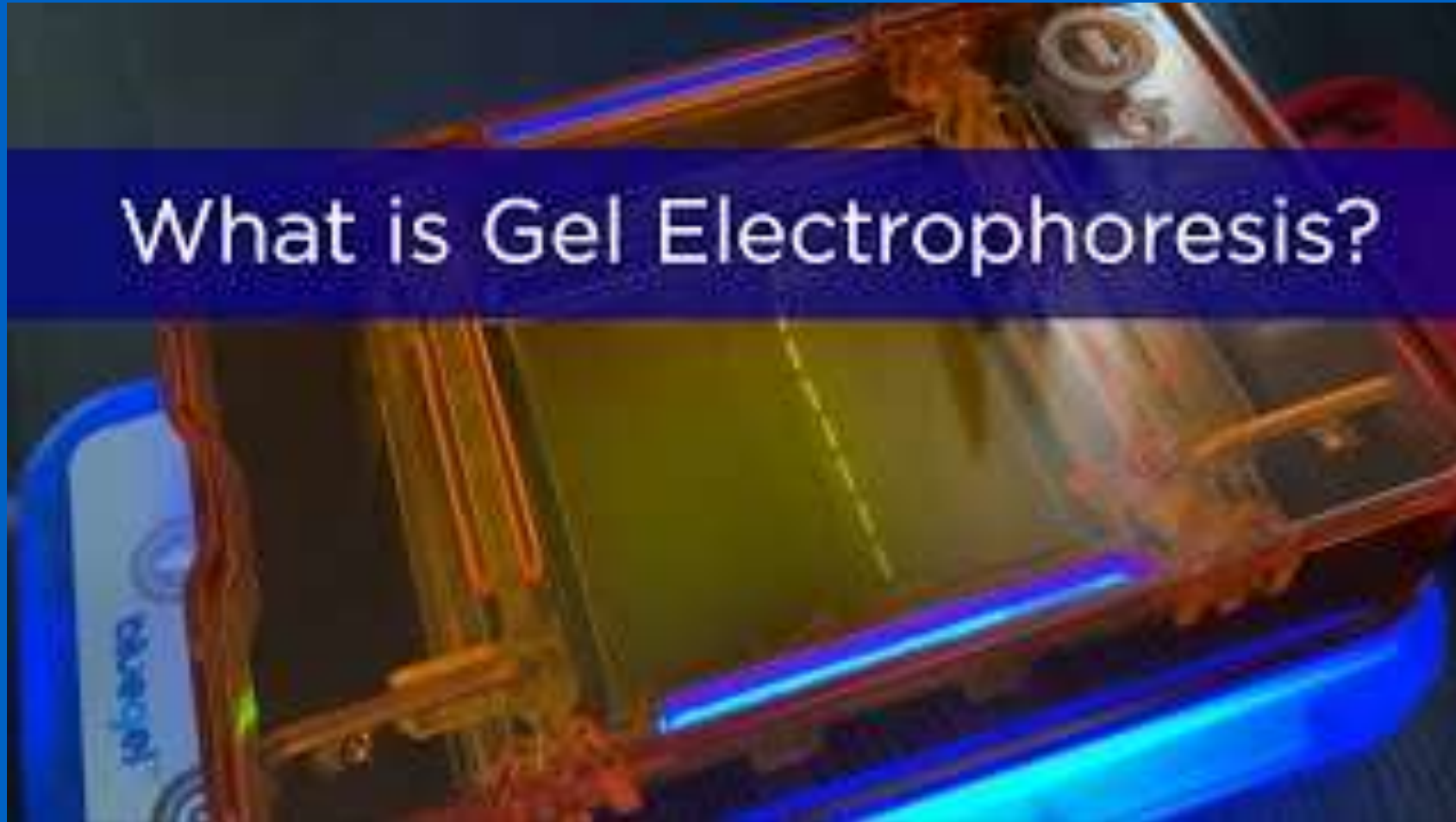
Exploring Precision Medicine

- Chapter 1: What's the Right Medicine?
- Chapter 2: Is My Sense of Taste Controlled by my Genes?
- Chapter 3: Exploring Our DNA
- Chapter 4: How Is DNA Sequenced, and What Can We Learn?
- Chapter 5: Restriction Enzyme Digestion of TAS2R38 PCR Products
- Chapter 6: Gel Electrophoresis and Genotyping
- Chapter 7: SNPs and Drug Metabolism

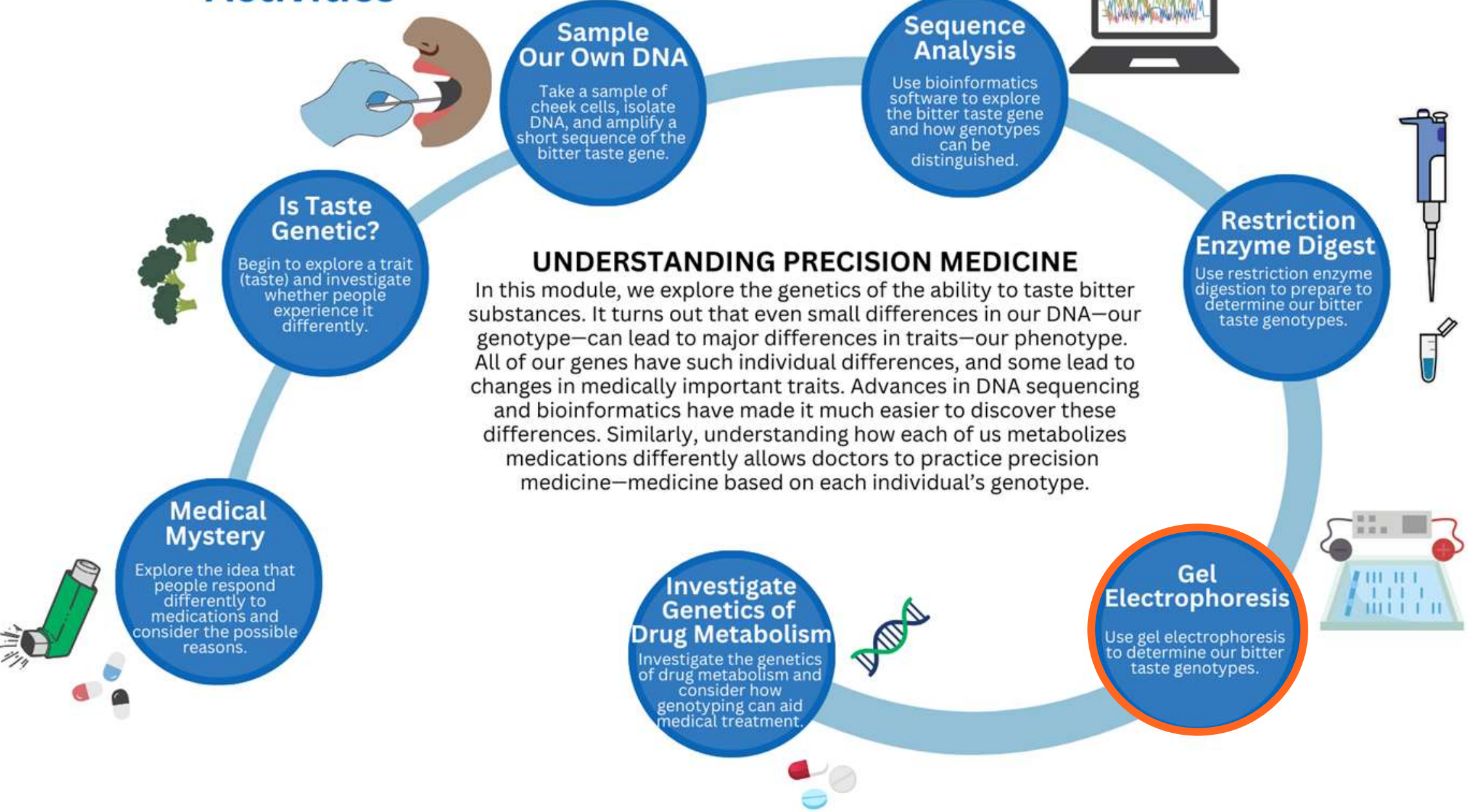
Chapter 6: Gel Electrophoresis and Genotyping



Video: *What Is Gel Electrophoresis?*



Exploring Precision Medicine: Activities



Load and run your gels following the lab directions

MATERIALS

For each student:

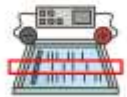
A pair of gloves



RM 6.2: Gel Electrophoresis of TAS2R38 Recording Sheet



1 lane of an agarose gel



Student restriction enzyme digest



For each team:

1 electrophoresis chamber and power supply



Gel running buffer



P-20 micropipette and tips



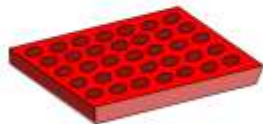
10 μ L 100-bp ladder (M)



Waste container



Microfuge tube rack



For the class:

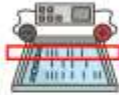
Control restriction enzyme digests, plus extra positive control digests as needed



Transilluminator



2 lanes of one agarose gel to run the controls



For every additional gel, 1 lane to run additional positive controls



PROCEDURE

1 Set up your gel apparatus. The gel wells should be towards the anode (-). There should be enough buffer to completely submerge the gel.

2 Your teacher will assign you one lane into which to load your sample.

3 Using a new pipette tip, load 10 μ L of your restriction enzyme (RE) digest into your lane.

4 If your teacher hasn't already done so, load 10 μ L of the 100-bp ladder (M) into one outside well per row of samples.

5 If your teacher hasn't already done so, load 10 μ L of the C+ and C- sample into their assigned wells.

6 Run the gel at the voltage and for the period of time directed by your teacher.

7 Place your gel on the transilluminator and observe the DNA bands in your sample.

8 Draw the bands that you find on the template on RM 6.2. Compare this to the predictions you made and discuss with your team.

Reading: “Genes Give Africans a Better Sense of Taste”

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Health Space Physics Technology Environment Mind Humans Life Mathematics Chemistry Earth Society

Life

Genes give Africans a better sense of taste

By Ewen Callaway

2 January 2009

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(Image: Krzysztof Miller/Gazeta/Agence Vu)

Some put forward France's decadent sauces or Spain's creative tapas as evidence of Europeans' delicate taste for food, while Asian gourmands would sing the praises of sushi.

But they might all be wrong. New research suggests that Africans have more sensitive palates than Europeans and Asians – at least for bitter tastes.

A survey of numerous African populations in Kenya and Cameroon found a striking amount of diversity in a gene responsible for sensing bitter tastes.

Answer the questions on
RM 6.1 for class discussion

Discussion: “Genes Give Africans a Better Sense of Taste”

- How were Kenyans’ and Cameroonians’ TAS2R38 genes different from those of Europeans and Asians?
 - They had additional genetic variants.
- One scientist speculated that iodine might play a role in natural selection of this gene. What did they suggest?
 - Maybe access to iodine protected the thyroid from toxic compounds in bitter foods?
- What is another reason that Africans have more genetic diversity than Europeans?
 - Human migration from Africa to Asia caused a genetic “bottleneck.”

Once you have your gel image, complete RM 6.2.

Reproducible Master 6.1

GEL ELECTROPHORESIS OF TAS2R38 RECORDING SHEET

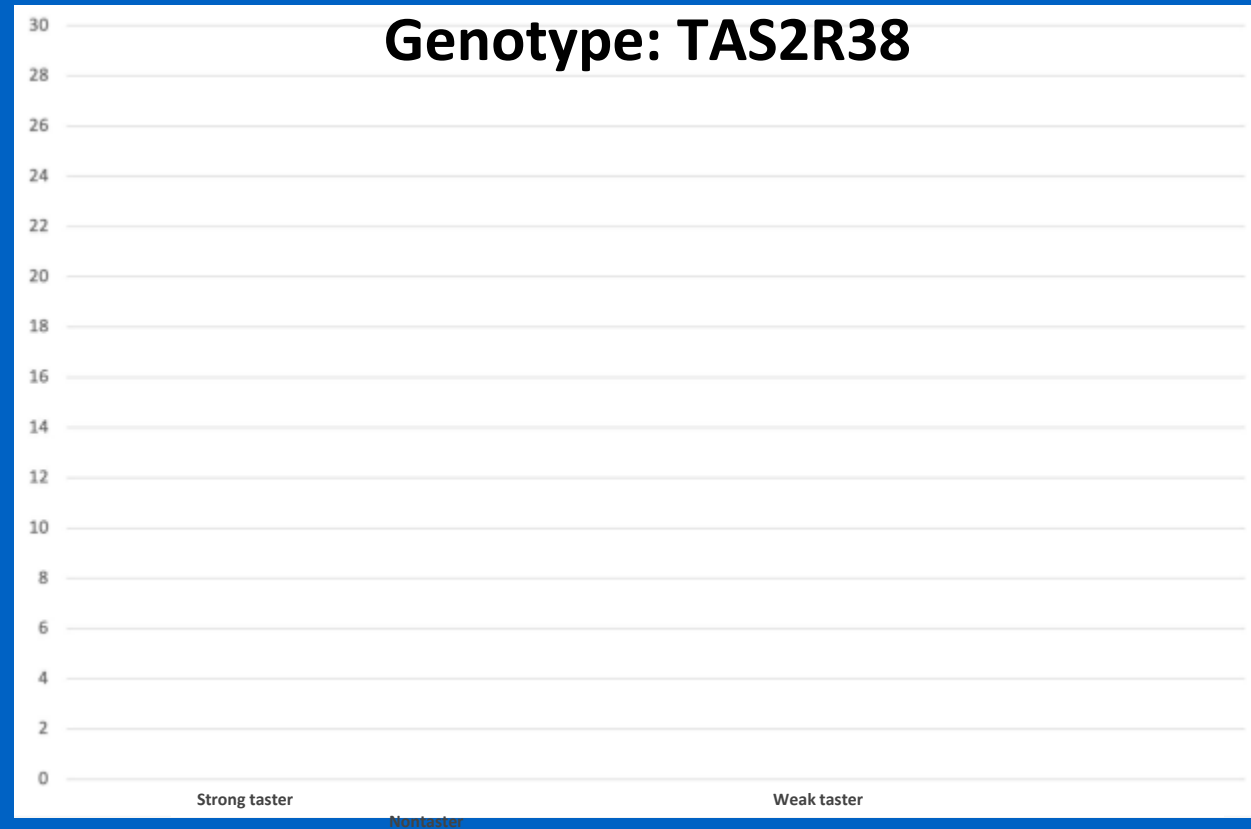
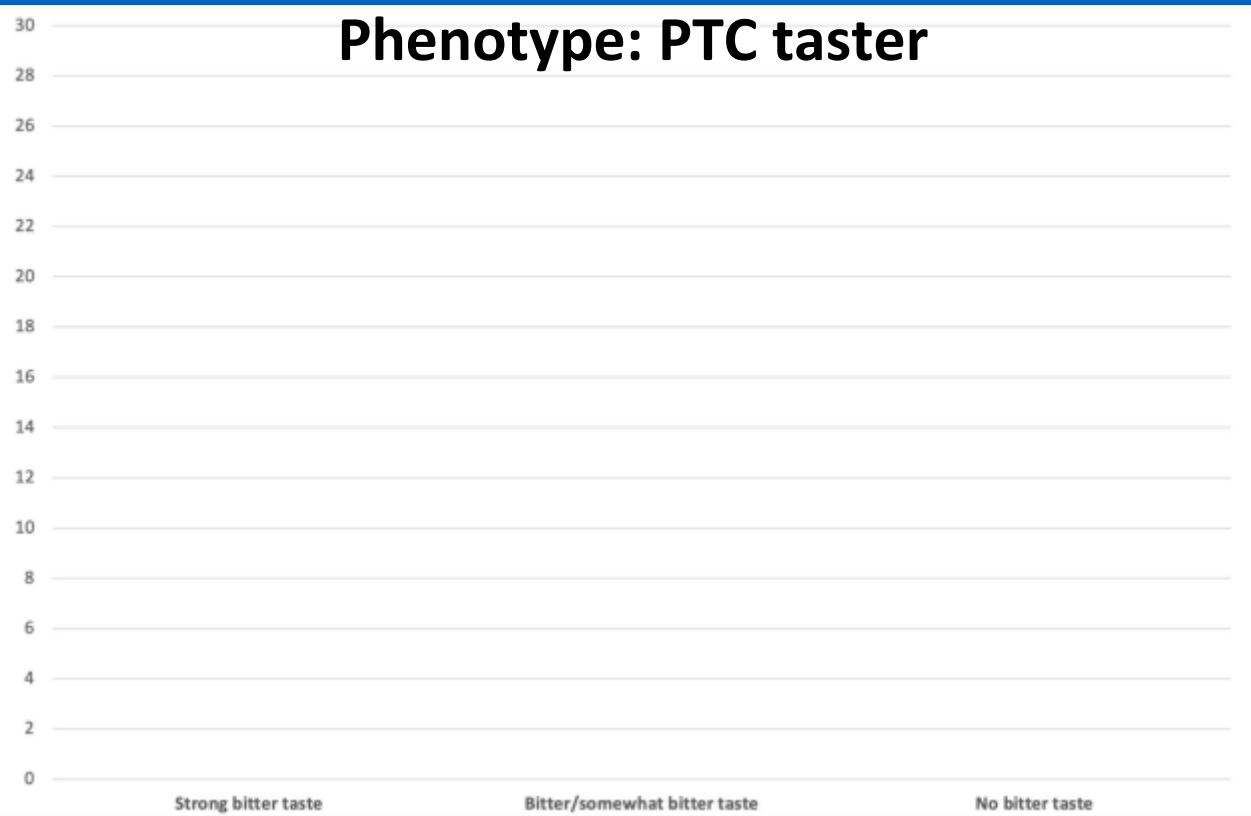
Draw the bands that you see on your gel on the template below. Based on these results, what is your genotype, and does it match your PTC tasting phenotype?

	Ladder	C+	C-	Student Sample
bp				
1000				
900				
800				
700				
600				
500				
400				
300				
200				
100				
50				

Discussion: Your Taster Genotype

- Did your genotype and phenotype match?
- If not, where could experimental error have occurred?

Did your phenotype and genotype match?



Based on your gel, what do you think the C+ genotype is?

- Heterozygous (weak taster)

An example of various taster genotypes



Homozygous nontaster:
1 band (240 bp)

Heterozygous weak taster: *3 bands*
(44 bp, 196 bp, 240 bp)

Homozygous strong taster: *2 bands*
(44 bp, 196 bp)

Were your phenotype and genotype *perfect* matches?

- How did you rate broccoli bitterness?
- Did that match your PTC taste test?
 - Did *that* match your TAS2R38 genotype?
- Did you find PTC bitter, but not broccoli? Why?



Extend Your Findings to Precision Medicine

- PTC taste testing is not really medically relevant . . .
- . . . but can you name some other genetic tests which *are* important to patient health?

Hypothesize: What use are bitter-taste receptors?

- Why do you think genes encoding receptors like TAS2R38 would have persisted through human evolution?



bitter melon

Carry out the activity “Restriction Digestion and SNP Genotyping”

FOR HOMEWORK

ACTIVITY: Restriction Digestion and SNP Genotyping

You just explored how you can use gel electrophoresis to visualize the results of your restriction digestion reaction to determine whether you are a PTC taster. The restriction enzyme you used selectively cut the DNA fragment you had amplified with PCR, but only when certain target sites were present.

In this homework, you will consider whether restriction digestion and gel electrophoresis can be used to determine whether a patient, like Ms. Jackson in Chapter 1, can safely take the antiplatelet medication clopidogrel before an angioplasty.

MATERIALS

- Device with internet access
- Files with the DNA sequence for Exons 3 and 4 of one wild-type (“normal”) and two variants of CYP2C19, one with the loss-of-function SNP CYP2C19*2 and one with the loss-of-function SNP CYP2C19*3
- 1 copy of Restriction Digestion and Genotyping (RM 6.2)


BACKGROUND

In the Chapter 1 reading, “Balancing Prevention and Risk,” you were introduced to a patient named Renee Jackson, who needs a *percutaneous coronary intervention (PCI)*—more commonly known as an angioplasty—to treat chest pain believed to be caused by blocked arteries. Patients like Ms. Jackson are typically prescribed antiplatelet therapy to prevent blood clotting from the procedure, which might otherwise lead to an increased risk of heart attack and stroke. One commonly prescribed medication for this is clopidogrel, which reduces blood clots by stopping platelets from clumping.

Pharmacogenomics is the science of understanding how individuals’ genotypes influence their response to medications. Due to decades of pharmacogenomics research, scientists now know that variation in a cytochrome P450 gene, called CYP2C19, can put patients at additional risk for complications when clopidogrel is prescribed. This is because the cytochrome P450 family of enzymes works in the liver to process medications, which then pass into the bloodstream where they can act on specific drug targets.

Certain alleles of CYP2C19 reduce the efficacy of this process, resulting in much lower levels of active antiplatelet medication in the bloodstream, and therefore an increased risk of continued blood clotting during medical procedures. If Ms. Jackson carries particular alleles of CYP2C19, she can still have the PCI but must be prescribed a different antiplatelet medication to minimize her risk of heart attack or stroke from the angioplasty.

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Chapter 4 titled

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Reproducible Master 6.2

Restriction Digestion and Genotyping

SNPs of the CYP2C19 Gene and Their Effects on Gene Function

Genotype	Summary of Effects	Nucleotide Change

In Exon 5 of the CYP2C19 Gene

Cuts at Nucleotide Position

In Exon 4 of the CYP2C19 Gene

Cuts at Nucleotide Position

Record answers on RM 6.3

AMGEN Biotech Experience

Scientific Discovery for the Classroom

6.16

An Example of Various Taster Genotypes

