

Biostatistics

Applications in Genetics, Genomics, and other 'omics data

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Syllabus

1. General review

- a. What is Biostatistics?
- b. Population/Sample/Sample size
- c. Type of Data – quantitative and qualitative variables
- d. Common probability distributions
- e. Work example – Malaria in Tanzania

2. Applications in Medicine

- a. Construction and analysis of diagnostic tools – Binomial distribution, sensitivity, specificity, ROC curve, Rogal-Gladen estimator
- b. Estimation of treatment effects - generalized linear models
- c. Survival analysis - Kaplan-Meier curve, log-rank test, Cox's proportional hazards model

3. Applications in Genetics, Genomics, and other 'omics data

- a. Genetic association studies – Hardy-Weinberg test, homozygosity, minor allele frequencies, additive model, multiple testing correction
- b. Methylation association studies – M versus beta values, estimation of biological age
- c. Gene expression studies based on RNA-seq experiments – Tests based on Poisson and Negative-Binomial

4. Other Topics

- a. Estimation of Species diversity – Diversity indexes, Poisson mixture models
- b. Serological analysis – Gaussian (skew-normal) mixture models
- c. Advanced sample size and power calculations

Mendelian Genetics

Single gene, single binary trait

Complete penetrance

Rules of dominance/recessiveness

Non-Mendelian Genetics

Complex binary traits

Presence of common diseases (diabetes, multiple sclerosis, COVID-19 lethality)

Categorical traits

Eye color

Multiple interacting gene involved

Quantitative traits

Height, Haemoglobin levels, blood pressure

Basic question

What are the genes involved and what is their action on the phenotype?

The identification of the genes involved is expected to improve human health by targeting the causative genes

Recombination

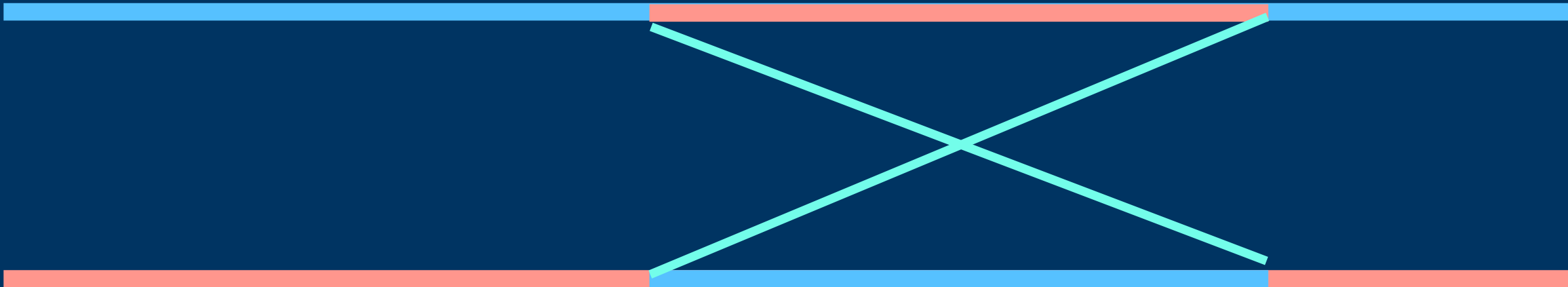
Paternal
Chromosome a



Maternal
Chromosome a

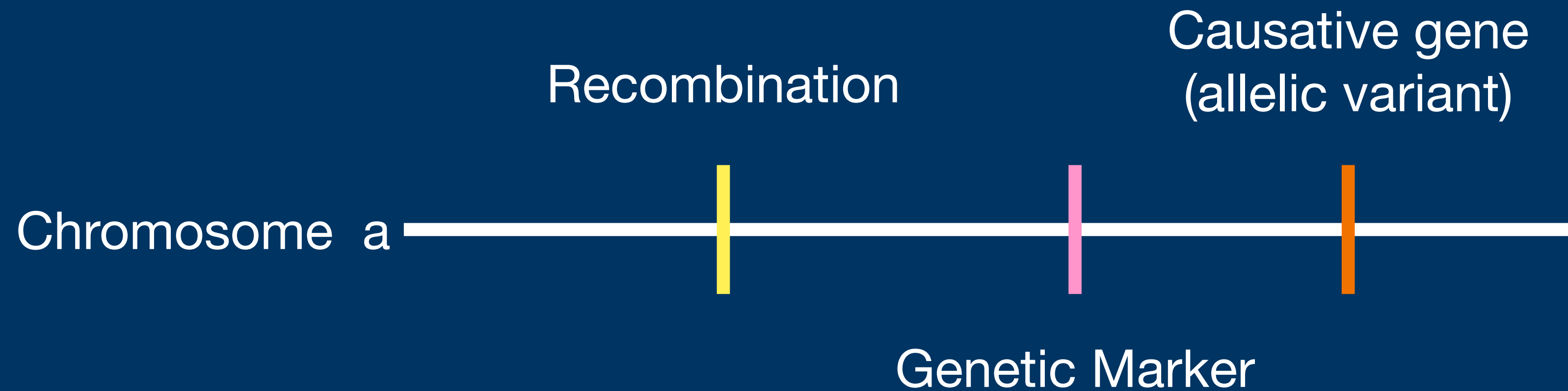


During formation of
gametes (sperm/egg
cells)



Linkage and recombination

Complete linkage

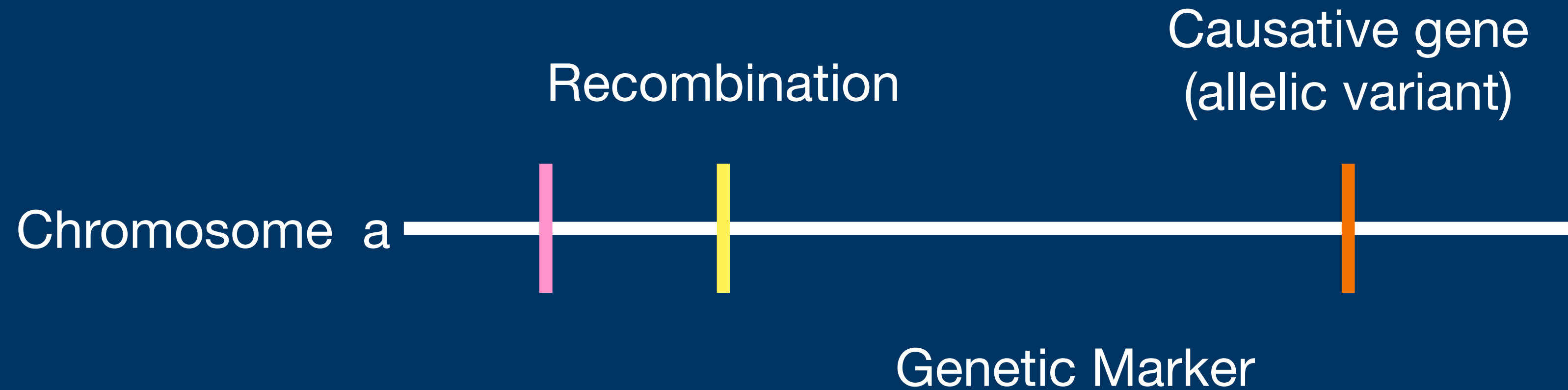


If a genetic marker and the causative gene are physically close to each other, then the genetic marker and the gene are inherited together.

The genetic marker fully represents the true statistical association between the causative gene and the phenotype.

Linkage and recombination

Incomplete linkage



If a genetic marker and the causative gene are not physically close to each other, then a recombination might occur during gametogenesis. This recombination is passed onto the offsprings

The genetic marker partially represents the true statistical association between the causative gene and the phenotype.

Linkage and recombination

No linkage

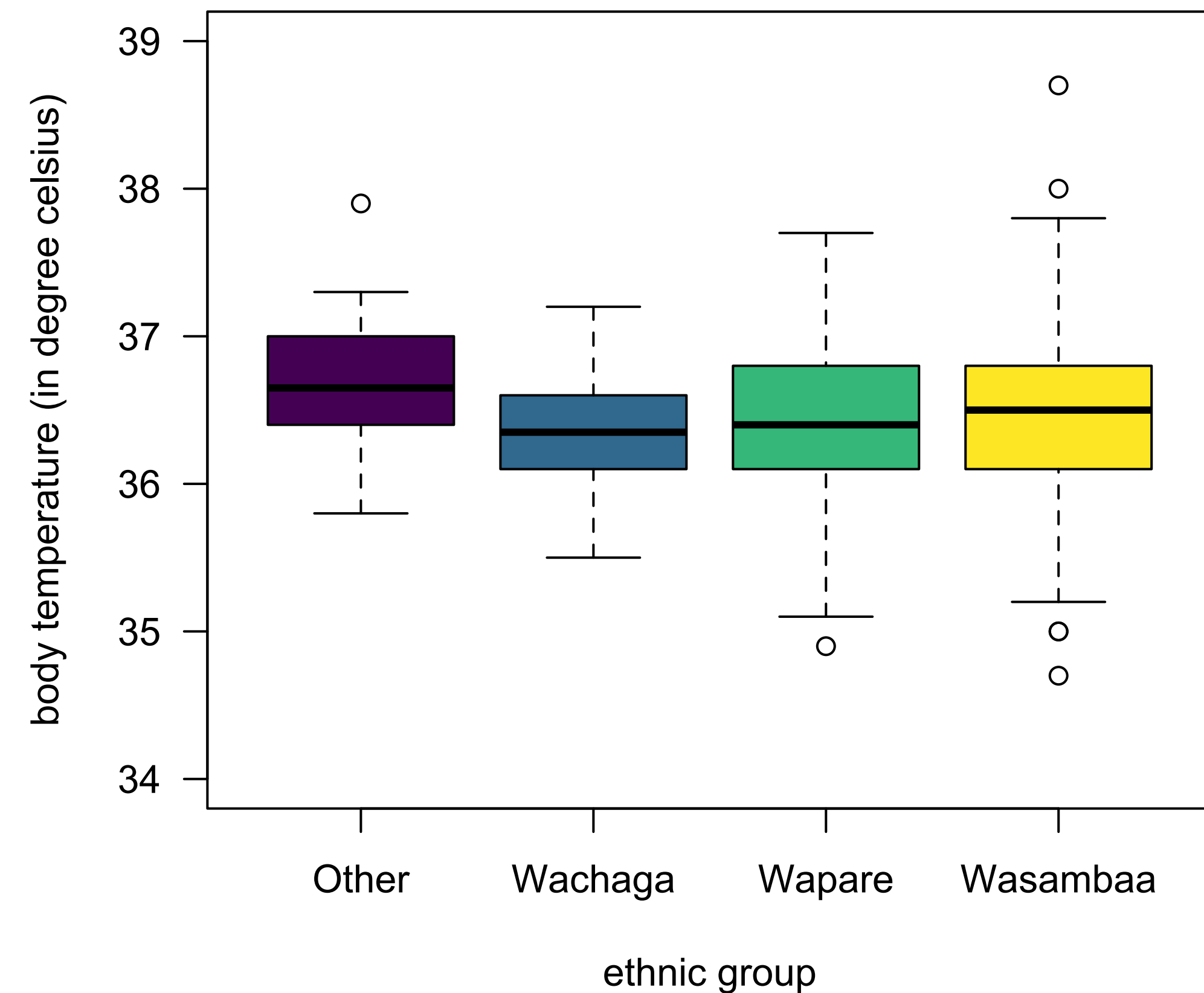
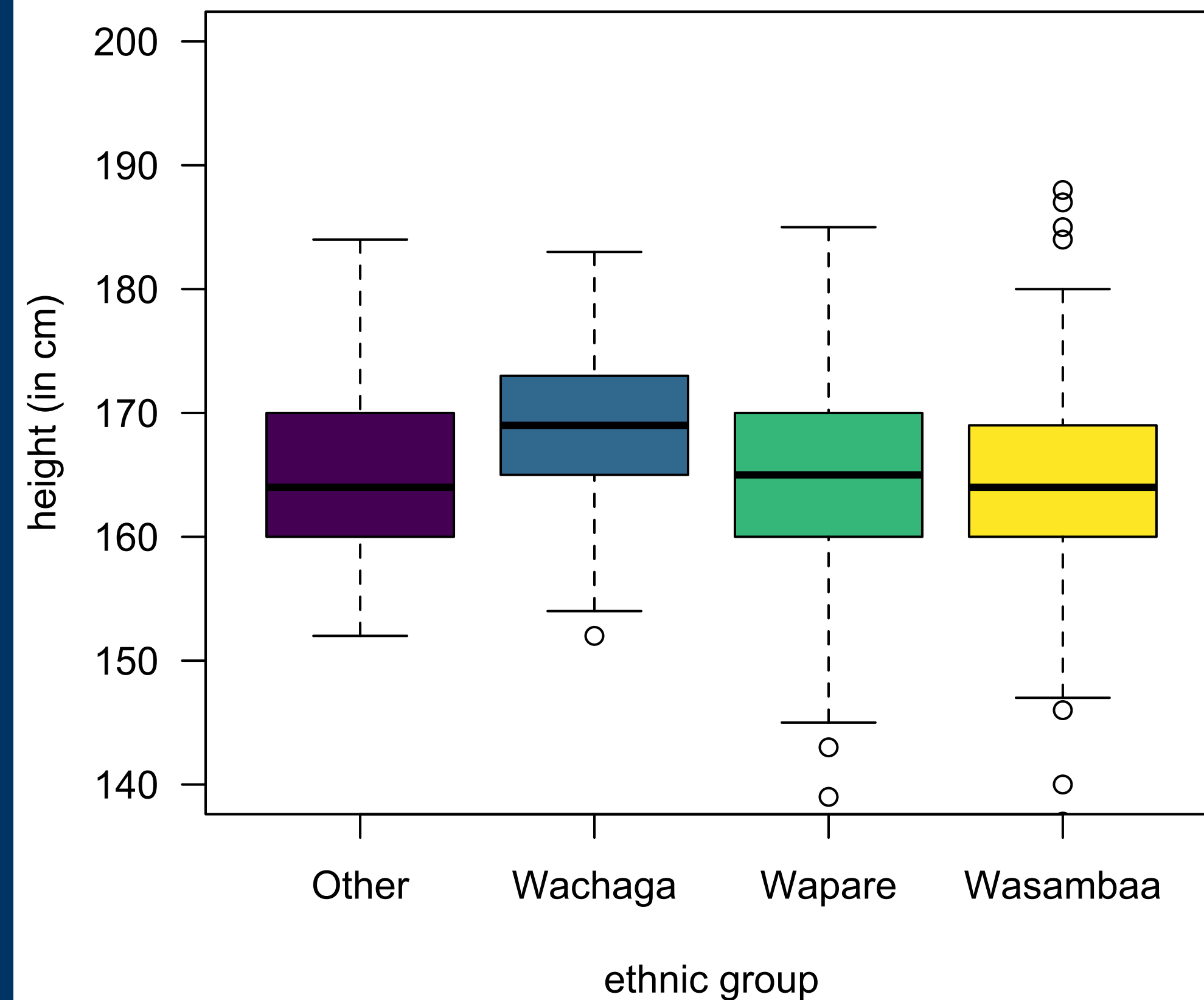


If a genetic marker and the causative gene are in different chromosomes, there is no association between the genetic marker and the causative gene due to independent segregation of chromosomes.

The genetic marker is not associated with the phenotype.

A bit about quantitative traits

Male Adults in Northeast Tanzania



What are the genes controlling the height and body temperature of these individuals?

Fisher's infinitesimal (or polygenic) model

A quantitative trait is affected by a large number of alleles located at different genes.
The effect of these alleles is additive on the quantitative.

$$Y_i = \alpha_0 + \sum_{j=1}^{\infty} \alpha_j X_{ij} \rightsquigarrow ?$$

where

X_{ij} is the number of alleles in genotype at gene j in individual i

α_0 is the overall average of environmental factors and alleles located at other genes

α_j is the phenotype effect of adding an allele to the genotype at gene j

Practical implications of Fisher's infinite allele model

The genotype of an individual is converted in the number of a given allele (no rules of dominance and recessiveness as proposed by Mendel)

Interaction among different causative genes is discarded



We can simplify the analysis of multiple genetic markers by analysis each genetic marker separately



Additive model for the analysis of single genetic marker

Additive model for a single genetic marker for diploid organisms (humans!)

Y_i = random variable for the quantitative trait in individual i

$$Y_i | \mu_i, \sigma \rightsquigarrow N(\mu_i, \sigma^2)$$

X_i = the number of a given allele in the genotype of individual i for the genetic marker

$$X_i^* \in \{'aa', 'aA', 'AA'\} \longrightarrow X_i \in \{0, 1, 2\}$$

$$\mu_i = \alpha + \alpha_1 X_i$$

Assume sampling of unrelated individuals from the population

Additive model is a simple linear regression using a covariate with three numeric levels

Note: if sampling includes individuals from the same family, we need to include a random effect to contemplate the correlation among individuals due to genetic relatedness (similar to repeated measurement models - linear mixed models)

Testing the effect of a marker on the phenotype

$$H_0 : \alpha_1 = 0 \text{ versus } H_1 : \alpha_1 \neq 0$$

Wald's Score test

$$S = \frac{\hat{\alpha}_1}{se(\hat{\alpha}_1)} | H_0 \rightsquigarrow Normal(\mu = 0, \sigma^2 = 1)$$

Wilks' likelihood ratio test

$$\Lambda = (-2) \frac{L(\hat{\alpha}_0^*)}{L(\hat{\alpha}_0, \hat{\alpha}_1)} | H_0 \rightsquigarrow \chi_{(1)}^2$$

$L(\hat{\alpha}_0^*) =$ maximised log-likelihood of the regression model without the covariate

$L(\hat{\alpha}_0, \hat{\alpha}_1) =$ maximised log-likelihood of the regression model with the covariate

Extending the additive model

$$Y_i | \mu_i, \sigma \rightsquigarrow N(\mu_i, \sigma^2)$$

Under the assumption of sampling unrelated individuals

$$\mu_i = \alpha + \alpha_1 X_i + \beta_1 Z_{1i} + \cdots + \beta_p Z_{pi}$$

Non genetic
covariates

Under the assumption of sampling unrelated individuals

$$\mu_i = \alpha + \underbrace{\alpha_1 X_{1i} + \cdots + \alpha_m X_{mi}}_{\text{Associated genetic markers}} + \underbrace{\beta_1 Z_{1i} + \cdots + \beta_p X_{pi}}_{\text{Non-genetic covariates}}$$

Associated genetic
markers

Non-genetic
covariates

What are the most common genetic marker in human genetics?

Single nucleotide polymorphisms

CTCTCT**T**CTGAGTC

Located in a specific region of the genome

CTCTCT**G**CTGAGTC

84.7 million SNPs are already catalogued (the 1000 genomes project consortium)

The SNPs are denoted by their rs_number (e.g., rs334)

Detailed information about SNP can be found in:

<https://www.ncbi.nlm.nih.gov/snp/> or <https://www.ensembl.org/>

Go to <https://www.ncbi.nlm.nih.gov/snp/>

and

Check information about the following SNPs:

rs334

rs1050829

rs1050828

What is your interpretation of the information provided?

Minor allele frequency (MAF)

Frequency of the allele with less frequency in the population

In practice, SNPs with alleles with a $MAF < 0.025$ are not included in the analysis

Why?

Exercise (additive model): data_Tanzania_males_lecture_10.csv

Assume sampling unrelated individuals

Calculate the genotype and allele distributions of rs334 in the male adults from Tanzania. Compare with a statistical test with the data provided in the NCBI website. Draw your conclusions.

Check information online about rs180133. Now test the association of this genetic marker with height in the male adults from Tanzania using the additive model. Do the same test now also including age as a covariate. Draw your conclusions.

Check information online about rs1799964. Now test the association of this genetic marker with body temperature first alone and then including additionally malaria infection (environmental factor) and ethnic group (proxy of distinct genetic populations) using the additive model. Draw your conclusions.

Hardy-Weinberg equilibrium

Assumptions

No genotype errors

No selection/migration/mixture

Random mating

Under Multinomial sampling

$$\hat{\pi}_A = \frac{2(n_{AA} + n_{Aa})}{2(n_{AA} + n_{Aa} + n_{aa})} \quad (\text{MLE})$$

Can you prove this estimator?

Genotype	Frequency	Probability
AA	n_{AA}	π_A^2
Aa	n_{Aa}	$2\pi_A(1 - \pi_A)$
aa	n_{aa}	$(1 - \pi_A)^2$

Exercise: data_Tanzania_males_lecture_10.csv

Test the Hardy-Weinberg equilibrium of the genotype distribution of rs334, rs1801033, rs1799964, rs6874639, and rs3024500 using the Pearson's chi-square goodness-of-fit test. Draw your conclusions.