**CURRICULUM VITAE**



**Gregory Patrick Casey**

**Current Title:** Instructor

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**Education:**

University of New Orleans B.S. (Biology) December, 2002

LSU Health Sciences Center Ph.D. Cell Biology May, 2010

& Anatomy

**Certification:**

Delgado Community CollegeCertificate of Massage December, 2010 Therapy

National Certification Board National Certification February, 2011-present

for Therapeutic Massage & # 597947

Bodywork

**Licensure:**

Louisiana Massage Therapy License

LA Lic. #: 5729

Held since Feb 2011

Expires Mar. 31, 2015

Ministry of Japan (International)

Hakkoryu Koho Shiatsu Igaku Institute Omiya So Honbu

Shiatsu Lic. # 3308-39

Held Since August 10 2014

Expires June 30, 2016

**Academic, Professional, and Research Appointments:**

Feb. 28, 2010 – Instructor in Cell Biology & Anatomy

July 1, 2014 – Assistant Professor in Cell Biology & Anatomy

July 1, 2013 – Adjunct Instructor in LSUHSC School of Nursing

**Membership in Professional Organizations:**

American Association of Anatomists (2007-present)

American Association of Clinical Anatomists (2007-present)

American Massage Therapy Association (2013-present)

Associated Bodywork & Massage Professionals (2011-2014)

**Awards and Honors:**

2011 Nominee for the Junior Faculty Excellence in Teaching Award

2013 Nominee for the Junior Faculty Excellence in Teaching Award

2014 Nominee for the Junior Faculty Excellence in Teaching Award

**TEACHING EXPERIENCE AND RESPONSIBILITIES**

I have been an instructor in the Department of Cell Biology and Anatomy since February 2010. I teach gross anatomy, histology, embryology, and neuroscience at the LSU Health Sciences Center to a range of undergraduate, professional, and doctoral students.

In the School of Medicine, I teach in the Medical Cell Biology and Microanatomy course. I lecture, assist students in assigned laboratories, and participate in the team-based-learning exercises. Although my major teaching assignment in the School of Medicine is in the Cell Biology and Microanatomy course, I also assist in the Medical Gross Anatomy dissection laboratories as needed.

In the School of Nursing, I lecture and direct portions of laboratory cadaveric dissection experiences. I have assisted in developing clinical correlation scenarios to stimulate nursing students to think about how anatomy relates to clinical scenarios. I also teach in the anatomy dissection lab component offered to nursing students in the spring.

When I was appointed as a faculty member here at LSUHSC, I was placed in the summer Allied Health Gross Anatomy program. This course consisted of students in physical therapy, occupational therapy and cardiopulmonary sciences. These latter students were studying to be cardiovascular sonographers and respiratory therapists. I was charged to pool the CPSC students into their own unique curriculum. In short, I was able to tailor the curriculum to those students by focusing on gross anatomy, histology, and embryology specifically for the cardiopulmonary sciences. As a result of my efforts, I created a separate course for these students in their program that consists of cadaveric dissection, histology lab, and small group discussions. I continue to strive to make this course better each year by listening to the student’s needs and adjusting to the changing technologies.

In the School of Graduate Studies, I mentor graduate students in our department both by instructing them in the anatomical disciplines and by providing guidance for them as they ascend the ladder to a Ph.D. I submit questions for qualifying exams and, as a member of the Graduate Committee for our PhD program in Clinical Anatomy, actively participate in discussions on the strengths and weaknesses of the program.

This year I assisted in developing a new course titled “Techniques in Digital Multimedia.” This course would allow graduate students to learn a number of techniques in media production for teaching purposes. I was able to work with a colleague on this project in an attempt to bring a technology base to health science education.

**Curriculum Development/Implementation**

Cardiopulmonary Gross Anatomy – May 2010 to present

- Established core curriculum for undergraduate students studying respiratory therapy and cardiovascular sonography.

- Developed a human gross dissection lab where students worked in groups of 3 to 4 students.

- Developed anatomical activity sheets listing bones and organs to fill

out before lab dissection.

- Developed a specific website for the course where students could download various lectures, worksheets, and materials for the course.

- Utilized multimedia equipment in showing histology videos and in presenting anatomical specimens to the students.

- Developed homework assignments using Moodle to keep students engaged.

- Developed quizzes, exams, and organized practical examinations for the class.

Clinical Anatomy Graduate Student Program – Jan 2011 to present

- Write questions for Clinical Anatomy Graduate Student qualifying exam.

- Discuss and plan curriculum course work

- Lead or assist in special topics courses by correlating concepts of Gross Anatomy, Histology, Human Development, and Neuroscience for graduate students.

- Developed a multimedia course for graduate students consisting of video production, animation and web design, and 3D reconstruction (pending approval).

Pathology of Massage (Delgado Community College)– Aug 2012 to Dec. 2012

- Developed curriculum for massage therapists based on pathological anatomy, development, and physiology.

- Developed homework assignments to keep students engaged.

- Developed quizzes, exams, and assigned a written paper on a topic of pathology of massage.

**Creation of Enduring Teaching Materials**

Bone Atlas Project – With the help of a colleague, I am developed and producing an interactive bone atlas. I presented the computer-based model using the scapula at the 2013 Experimental Biology (EB) Conference in Boston for the spring of 2013. Additionally, a proposal was submitted to the IRB for approval to evaluate the effectiveness of the bone atlas for nursing students. I hope that this atlas will be a replacement for the traditional bone sheets with photographs that are currently being used. The study will be completed in the Fall of 2013.

Deep Brain Dissector – I helped develop a Neuroanatomy protocol that was implemented for the 2014 Medical Neuroscience Course. In Spring of 2013, I assisted, consulted, and mentored a graduate student in the department of Cell Biology and Anatomy to develop a 45min brain dissection protocol. Afterwards, the graduate student developed it further under my supervision and implemented it in the 2014 Medical Neuroscience class with the support of the course director. The graduate student, other contributors, and I have submitted a video documentary of the 45min video to Med Ed Portal titled “A Deep Brain Dissection Protocol” submission number: MEP-2014-0104. It is presently awaiting editorial processing after the first revision. The graduate student continues implementing this protocol in her dissertation work where I only act in a mentorship capacity. (Spring 2013-Spring 2014)

**Formal Course Responsibilities**

School of Medicine:

CELLBIO 100 - Cell Biology and Microscopic Anatomy – 104hrs (2011-present)

I give 5 to 6 lectures in this course with each lasting 1-2 hrs to over 200 students. In the laboratory, I guide students with finding histological structures using the virtual slide program Aperio. For 19 weeks, I spend 2 to 4 hours per week with the students instructing them. Last year, the course incorporated team-based-learning exercises. I led three exercises by facilitating student discussion by asking histology related questions and monitoring student progress with the moodle online testing system. I proctored all exams and graded a portion of the practical examinations. Presently, I am the only full time faculty member in the department whose primary responsibility is teaching in this course.

ANAT 100 – Medical Gross Anatomy & Human Development – 230 hrs (2010-present)

Full time faculty member– I gave 5 lectures each lasting 1-2 hours to over 200 1st year medical students. I taught in laboratory by quizzing students, assisting dissection, and assessing professionalism. For 19 weeks, I spent 8 to 12 hours per week with the students instructing them. I helped set up practical examinations for the course’s three exams (Fall 2010).

Presently, I only assist in this course on days when there is a shortage of qualified gross anatomy faculty, for example, if another faculty member is ill or has a family emergency. (2011-present).

NRSC 100 – Neurosciences – 110 hrs (2010-present)

I teach 200 1st year medical students in 4 laboratory sessions detailing the brain, brainstem, cerebellum, and spinal cord. Each session lasts 2-3 hrs.

SPM 100 – Science and the Practice of Medicine (2010-present)

I gave one 30min lecture dealing with Septic Arthritis in the DxR portion of the SPM 100 course to 200 students. (Fall 2010).

Currently as a basic science faculty member of Napoleon House, I help or lead ethics discussions with a clinical faculty member to 13 first year medical students. In these sessions, I bring a scientific perspective to the discussions and develop a rapport with the students. I also act as an advisor to these 13 students. (2012-present).

SPM 200 – Science and the Practice of Medicine (2013-present)

As part of the long term mentorship program in Napoleon House, I facilitate medical student discussions and critiques of scientific papers and basic science research.

School of Nursing

HLSC 2412 – Human Anatomy (2010-present).

In the fall semester, I teach a class of over 150 students. I present 12 of the 32 lectures and direct portions of laboratory cadaveric dissection experiences. For 17 weeks, I spend 6 hours per week with the students instructing them. I spend an additional 6 hours per week in setting up quizzes and activities. The quizzes entail tagging structures in the laboratory so the students can study. I help set up practical examinations for the course’s four exams.

In the spring, I teach a class of 90 students. My responsibilities are limited to anatomy dissection lab where I direct portions of the lab. I assist in setting up practical examinations for the course’s four exams. I give no lectures in the spring course

School of Allied Health

ANAT 6533 – Occupational Therapy Neuroanatomy (Fall 2010)

PHTH 7140 – Physical Therapy Neuroanatomy (Fall 2010)

Both ANAT 6533 and PHTH 7140 are the same course because these students are pooled together. I gave a one and half hour lecture on the autonomic nervous system and taught 3 laboratory sessions detailing human CNS tissues such as the brain, brainstem, cerebellum, and spinal cord. Each session lasted 2 hours.

ANAT 6522 – Occupational Therapy Human Anatomy (2010-present)

PHTH 7000 – Physical Therapy Gross Anatomy (2010-present)

Both ANAT 6522 and PHTH 7000 are the same anatomy course because these students are pooled together. Part time faculty member– I gave 2 lectures each lasting 1-2 hours. I taught in the laboratory by quizzing students, assisting dissections, and assessing professionalism. For 5 out of 10 weeks, I spent 8 to 12 hours per week with the students instructing them. (Summer 2010).

Presently, I only join this course on days when there is a shortage of qualified gross anatomy faculty, for example, if another faculty member is ill or has a family emergency. (Summer 2011-present).

CPSC 3130 – Cardiopulmonary Anatomy (2010-present)

As course director, I design, organize and tailor this course for cardiopulmonary science students. In this course, I give 24 out of 28 lectures in this course and spend a total of 34 hours running the laboratory activities and small group discussions. Each lecture ranges from 1 to 1.5 hours. I lead all lab activities, discussions and exam reviews. I also coordinate times for guest lecturers in the course.

School of Graduate Studies

ANAT 189-191, 193-194 – Medical Gross Anatomy & Human Development – 12cr (2010-present)

Course is the same as ANAT 100 but designated for graduate students.

I teach gross anatomy to graduate students alongside the medical students. (Fall 2010)

I will sometimes meet with graduate students outside class hours to quiz them and view their dissection.

ANAT 192 - Cell Biology and Microscopic Anatomy – 5cr (2011-present)

Course is the same as ANAT 101, but designated for graduate students.

I teach histology to graduate students alongside the medical students. I will sometimes meet with graduate students outside class hours to quiz them and help them with visualizing microscopic structures with either the Aperio Imagescope program or a microscope.

ANAT 280 – Special Topics in Neuroanatomy (2011-present)

I meet with graduate students to discuss and dissect neuroanatomy while the students are enrolled concurrently in NRSC 100. The teaching of this course is dependent on the needs of the graduate student and can range from examining in depth neuroanatomy structures or dissecting the human brain.

ANAT 285 - Digital Multimedia Techniques, video production, website design, and 3D animation

I teach elements of scripting, video, and animation in this course to graduate students. This course is practical learning in using cameras, lighting, computer programs and code, and other multimedia resources for developing interactive or video presentations for research or teaching purposes.

Delgado Community College Department of Massage Therapy:

MSTH 114 – 45hrs (Aug 2012-Dec. 2012)

I gave all lectures lasting 1.5 hours to 21 students for a total of 24 lectures, 4 examinations, and two classes for pathology presentations. I created and proctored all exams and graded all assignments by the students.

**Mentorship and Training**

Guinevere Rae (2012-2014) Graduate Student Qualifying Examination

(2013-2014) Advised graduated student in developing a neuroanatomy dissection protocol for 1st year medical students.

Tyrous Ward (2011-2013) Graduate Student Qualifying Examination

Valerie Piet (2011-2013) Graduate Student Qualifying Examination

Alyssa Russell (Summer 2014) Summer Medical School 1st Year Research Project:

“Video Documentation and Clinical Correlation of Gross and Microscopic Respiratory Pathology in a Female Cadaver with Situs Inversus Totalis”

**Journal Publications:**

**Refereed:**

1. de Rivero Vaccari, JC; **Casey, GP**; Aleem, S; Park, WM; Corriveau, RA (November 2006) NMDA receptors promote survival in somatosensory relay nuclei by inhibiting Bax-dependent developmental cell death *Proc Natl Acad Sci* U S A103(45):16971-6
2. Swartz, WJ; Spriggs, LL; Oliver, PD; Venuti, JM; **Casey, GP;** Whitworth, RH Jr **(**May 2007).**Survival of a gross anatomy course in the wake of Hurricane Katrina*Clinical Anatomy***  20(4): **p 357-361.**
3. **Casey, GP**; Roberts, J; Paul, D; Diamond, I; Gould, Harry J 3rd (Janurary 2010) Ranolazine attenuation of CFA induced mechanical hyperalgesia *Pain Medicine* ***11***(1): **p 119-126.**
4. **Casey, GP**; Paul, D; Gould, Harry J 3rd (September 2010) Insulin is essential for the recovery from allodynia induced by complete Freund’s adjuvant *Pain Medicine 11 (9): p 1401-1410)*

**Professional Articles:**

1. **Casey, Gregory P** (August 2014) The Anatomy of Massage. *Healthy Balance LSU Health Sciences Center Wellness Center* ***1***(3): **p 3.**

**Videos, Electronic Media, and Multimedia:**

Interactive Human Skeleton Atlas Project:

Project designed to facilitate student’s learning of important bony landmarks of the human skeleton. (July 2012 – present)

Situs Inversus Documentary:

In my CPSC summer course of 2012, my students discovered a cadaver that had a unique variation where the internal organs were completely reversed to the opposite side. Along with a colleague, we have documented this finding and have embarked on a health history study with the donor's family. We submitted out findings as a series on Med Ed Portal and anticipate its publication this year. (August 2012 – present)

**Scientific Presentations:**

1. **Casey, GP** (sponsored by Swartz, WJ). Presented at the 24th Annual Meeting of the American Association of Clinical Anatomists. Las Vegas, Nevada, June 16-20 2007 “Learning Under Fire: Transition from Student to Teacher.” (June 2007)

**Published Abstracts:**

**Local:**

1. **Casey, GP**; Paul, D; Gould, HJ III. Presented at 21st Annual Research Day School of Graduate Studies. New Orleans, La, April 20 2007. “Site injection specific dysregulation of dorsal root ganglia Na+/K+ ATPase in insulin deficient rats using complete Freund’s adjuvant-induced inflammation.”
2. **Casey, GP**; Gould, HJ III; Paul, DJ. Presented at 22nd Annual Research Day School of Graduate Studies. New Orleans, La, April 18 2007. “The interactive properties of Nav 1.7 voltage-gated sodium channels and Na+/K+ ATPase in the development of pain.”

**National Conferences:**

1. **Casey, GP;** Sedlmayr, J; Oliver, PD; Cork, RJ. Gross Anatomy of Horseshoe Kidney: A case report April 22, 2009 23:823.8.
2. **Casey, GP;** Oliver, PD; Cork, RJ. Interactive video animations as a study guide for the human skeleton: 1. The scapula FASEB J April 9, 2013 27:959.9
3. **Casey, GP;** Cork, RJ. Evaluation of the Scapula Module from the Interactive Atlas of the Human Skeleton FASEB J April 2014 28:725.10
4. Campeau, L; **Casey, GP.** Situs Inversus Totalis: A Cadaveric Case Report FASEB J April 9, 2013 27:746.20.

**Pending Publications:**

1. “A Deep Brain Dissection Protocol.” Med Ed Portal submission number: MEP-2014-0104.
2. “Video Documentary of Situs Inversus Totalis in a Male Cadaver: Module 1 - Initial Discovery of Situs Inversus Totalis.” Med Ed Portal submission number: MEP-2014-0030.
3. “Video Documentary of Situs Inversus Totalis in a Male Cadaver: Module 2 Detailed Dissection.” Med Ed Portal submission number: MEP-2014-0070.
4. ” Video Documentary of Situs Inversus Totalis in a Male Cadaver: Module 3 Detailed Dissection of the Abdomen.” Med Ed Portal submission number: MEP-2014-0071.
5. “Video Documentary of Situs Inversus Totalis in a Male Cadaver: Module 4 Retroperitoneum.” Med Ed Portal submission number: MEP-2014-0072.
6. “Video Documentary of Situs Inversus Totalis in a Male Cadaver: Module 5 Lungs and Heart.” Med Ed Portal submission number: MEP-2014-0073.

**Editorial Posts and Activities:**

## Volunteer Reviewer – International Journal of Therapeutic Massage & Bodywork (April 2013-present)

**SERVICE ACTIVITIES**

**University/Institutional Service:**

**Departmental committees**

LSUHSC Graduate Student Faculty (Affiliate membership) (August 2010-present)

- Judge graduate student poster and oral presentations.

- Advise graduate students on career track individually or as a committee member.

- Clinical Anatomy Graduate Student Committee (May 2010-present)

**School of Medicine Committees**

Academic Standards Committee (August 2012-present)

Curriculum Evaluation Committee (August 2012-present)

**Community Service Activities**

Louisiana National Guard Yellow Reintegration Program “Yellow Ribbon Event”

Volunteer AMTA Massage Therapist-gave chair massages to national guardsmen returning from deployment overseas and their families who stayed behind. (Oct. 19, 2013; Mar. 8, 2014; Apr. 11-13, 2014)

4th Annual Fundraiser Golf Tournament for Kidd's Kids

Volunteer Delgado Alumni Massage Therapist – gave chair massages to adults and event coordinators to raise money for activities for children who have a chronic or terminal illness or are physically challenged. (July 19, 2014)