

**CURRICULUM VITAE**

**Gregory Casey**

**Current Title:** Assistant Professor

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**Business email Address:** gcasey@lsuhsc.edu

**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

American Organization for the Certified Practitioner Nov. 2015-present

Body Therapies of Asia

Koho Shiatsu Igaku Certified Practitioner Aug. 2014-present

Out Alliance Safe Zone Certified Facilitator Apr. 17-present

**Government Training & Employment:**

United States Marine Corps. Reserve Avionics Technician May 1999-May 2003

* Honorably discharged as a Corporal (E-4)
* Duties included maintenance and repair of communication, navigation, and armament system electronics on UH-1 Utility Helicopters “Hueys” & AH-1 Attack Helicopters “Cobras”.
* Supervised enlisted marines on aircraft maintenance and troubleshot avionics problems preflight.

**Licensure:**

Louisiana Massage Therapy License

LA Lic. #: 5729

Held since Feb 2011

Expires Mar. 31, 2015

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

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

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

Feb. 28, 2010 – June 30, 2014 Instructor in Cell Biology & Anatomy

**Membership in Professional Organizations:**

American Massage Therapy Association (2013-present)

American Organization for the Body Therapies of Asia (2015-present)

**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

2014 Recipient of the Delgado Community College Circle of Excellence Award for

Massage Therapy

**TEACHING EXPERIENCE AND RESPONSIBILITIES**

I have been an educator and researcher in the Department of Cell Biology and Anatomy since February 2010. My teaching duties include instruction in human gross anatomy, histology, human development, neuroscience, and digital multimedia techniques at the LSU Health Sciences Center to a range of undergraduate, professional, and doctoral students.

My main duties are teaching in the HLSC 2412 Nursing anatomy course. I give half of the lectures, lead the laboratory dissection, dissect prosections for the students, develop course materials, and proctor examinations. I have also finished and completed a research education project (IRB # 10256) in connection with the LSUHSC School of Nursing looking at knowledge retention and confidence of students in the nursing program. I have assisted in developing clinical correlation scenarios to stimulate nursing students to think about how anatomy relates to clinical scenarios.

I have also been an active mentor for students enrolled in the “Muses” program. The “Muses” program allows students to work with a basic science faculty in developing a research question and project. I have mentored two students in this program since its inception and continue to be an active participant in supporting the training of these students.

I continue to teach in the Allied Health Cardiopulmonary Anatomy course CPSC 3130. The course is part of a program to train cardiovascular sonographers and respiratory therapists. In the course students learn anatomy, histology, and development of the cardiopulmonary system through dissection, videos, and other multimedia learning tools. Since its development in 2010, I have made a number of changes throughout the years such more online practice quizzes and prosections in the course. The addition of an essay has helped with the program’s specific accreditation requirements for licensing and graduation. 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 word toward their 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.

**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).

- Serve on the Cell Biology and Anatomy Clinical Anatomy Program Committee

**Creation of Enduring Teaching Materials**

Bone Atlas Project

With the help of a colleague, I developed and produced an interactive bone atlas. I presented this work at the 2013 Experimental Biology (EB) Conference in Boston.

**Formal Course Responsibilities**

School of Nursing

HLSC 2412 – Human Anatomy (2010-present).

In the fall semester, I teach a class of over 180 students. I present half 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 100 students. My responsibilities are identical

as in the fall.

School of Allied Health

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 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.

**Graduate and Undergraduate Student Mentorship and Training**

I guide and advise graduate and undergraduate students who I have worked with in an advisory, research, or teaching capacity. (Names have been removed for privacy purposes).

Tyrous Ward (2011-2013) Graduate Student Qualifying Examination

Valerie Piet (2011-2013) Graduate Student Qualifying Examination

Guenevere Rae (2012-2014) Graduate Student Qualifying Examination

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

Sami Alshehry (2013-2017) Graduate Student Dissertation Committee: Served as a faculty member evaluating research of the Graduate Student’s project.

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.”

Sally Ablle (2015-2016) CARE Nursing student Muses Project: Interactive Atlas of the Human Skeleton Project: Skull Video production.

JD Ligier (2016-2017) Traditional BSN student research project: IM Deltoid Project: Video writing, casting, production, and editing. IM Deltoid Injection Video.

Lauren Bridevaux (2017-2019) Traditional BSN student Muses Project: Anatomical

Characterization of Acupoints Project: Measuring anthropometric data of cadavers and observing anatomical variations of LI-4 and LI-6 acupoints.

Dominic Neil (2019) Cardiopulmonary Science student: Anatomical Characterization of Acupoints Project: Measuring anthropometric data of cadavers and observing anatomical variations of LI-4 and LI-6 acupoints.

**RESEARCH AND SCHOLARSHIP**

**Grants and Contracts:**

**Funded:**

LSUHSC Educational Enhancement Grant

Role: Co-Primary Investigator

July 1, 2014, Awarded: $2100.00

Development of Online Interactive Atlas of the Human Skeleton (IAHS)

**Recent non-funded applications:**

Massage Therapy Foundation

Role: Primary Investigator

May 23, 2017, Not Awarded: $29,100

Anatomical Characterization of Acupuncture/Acupressure Points (Acupoints)

Spencer Foundation

Role: Primary Investigator

Oct. 10, 2018, Not Awarded: $49,429

The Effectiveness of Simulation and Instructional Videos on Knowledge Retention of BSN Students.

**Departmental/Interdisciplinary Teaching Conferences**

LSUHSC Safe ZoneWorkshops

Role: Organizer, Facilitator, and Trainer

April 2016-present

Safe Zone Workshops promote awareness and education about LGBTQ+ problems that can arise in the academic and educational setting. These workshops focus on small group activities, discussions, and presentations. These sessions are for LSUHSC faculty, staff, and students during the Spring and Fall semesters. I work closely with a team of faculty as well as the LSUHSC Tiger Pride leadership to offer Safe Zone workshops to the LSUHSC community.

LSUHSC Diversity Workshops

Role: Presenter and Developer

Oct. 2017-present

I assisted in developing parts of the LSUHSC Diversity Workshops led by Lisa Harrison-Bernard. I presented, wrote, and critiqued various parts of the development of this workshop. Presently, we have a publication pending to Advances in Physiology Education.

**Journal Publications:**

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).*
5. **Casey, GP**; Campeau, LM. (December 2014) Video Documentary of Situs Inversus Totalis in a Male Cadaver Module 1: Initial Discovery of Situs Inversus Totalis. Med Ed Portal – https://www.mededportal.org/publication/9817
6. **Casey, GP**; Campeau, LM. (December 2014) Video Documentary of Situs Inversus Totalis in a Male Cadaver Module 2: Detailed Dissection. Med Ed Portal – https://www.mededportal.org/publication/9980
7. **Casey, GP**; Campeau, LM. (December 2014) Video Documentary of Situs Inversus Totalis in a Male Cadaver Module 3: Detailed Dissection of the Abdomen. Med Ed Portal – https://www.mededportal.org/publication/9833
8. **Casey, GP**; Campeau, LM. (December 2014) Video Documentary of Situs Inversus Totalis in a Male Cadaver Module 4: Retroperitoneum. Med Ed Portal – https://www.mededportal.org/publication/9812
9. **Casey, GP**; Campeau, LM. (December 2014) Video Documentary of Situs Inversus Totalis in a Male Cadaver Module 5: Lungs and Heart. Med Ed Portal – https://www.mededportal.org/publication/9814
10. **Casey, GP.** (Resubmitted 1/24/2020) Locating specific Acupoints Large Intestine 4 (LI-4) and 6 (LI-6) using Anthropometric and Cun measurement systems. Journal of Acupuncture and Meridian Studies. (pending review)
11. Harrison-Bernard, LM; Augustus-Wallace, AC; Souza-Smith, FM; Tsien, F; **Casey, GP**; Gunaldo, TP. (Accepted 4/16/20) Knowledge Gains in a Professional Development Workshop on Diversity, Equity, Inclusion, and Implicit Bias in Academia. Advances in Physiology Education. (pending publication)
12. **Casey, GP**. (in preparation) Anatomical Characterization of Structures with Acupoints Large Intestine 4 (LI-4) and 6 (LI-6)

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:**

IM Deltoid Injection Project

In conjunction with the LSUHSC School of Nursing and its clinical faculty, I recorded, produced, and edited a 4 minute video showing the anatomy of the shoulder and the procedure for the IM Deltoid injection. I coordinated student actors, narrators, and videography. I incorporated this video as part of an educational study (IRB # 10256) which looked at knowledge retention and confidence in nursing students. The paper is currently being submitted to the Voice of Nursing Education Journal.

**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.

**Editorial Posts and Activities:**

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

**SERVICE ACTIVITIES**

**University/Institutional Service:**

**Departmental Committees**

LSUHSC Graduate Student Faculty (member) (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 2010-2015, 2018-present)

**School of Medicine Committees**

Academic Standards Committee (August 2012-present)

Curriculum Evaluation Committee (August 2012-present)

**School of Nursing Committees**

Student Life Committee (August 2018-present)

**Research Interests**

My research interests are: 1.) education knowledge retention and confidence in health sciences students 2.) the anatomical characterization around acupoints/pressure points in the human body.

Being an educator, I am constantly trying to find the best way to maximize delivery of knowledge, concepts, and standard competencies of the anatomical sciences to students. This is a constant ever changing landscape between culture, clinical translation, and demands our society places on the students I train. I am interested in looking at long term knowledge retention and confidence of students across health sciences programs and how that anatomical knowledge affects clinical practice.

As a licensed massage therapist and bodywork practitioner, I have found that the literature is lacking in connecting anatomical variation of structures with that of traditional acupoints/pressure points associated with invisible nerve highways called meridians. This is an area of research that can really connect different health practices across disciplines and is one that I find fascinating exploring.

Both of these interests are ongoing and I continue to work on these projects in between my teaching duties.