

**RESUME****Randa M. Mostafa****Prof of Clinical physiology**

**Chairman , Basic Medical Sciences Department  
Chairman, Quality assurance, and  
program evaluation Committee  
College of Medicine  
Sharjah University, UAE  
President of Menopause Society,  
Emirates Medical Association**



Phone : office : (00971)65057204  
Cellular: (00971)050 8014065  
Fax : (00971)65585879  
E.Mail: [Mostafaranda@sharjah.ac.ae](mailto:Mostafaranda@sharjah.ac.ae)

**PERSONAL INFORMATION**

<b>Nationality</b>	Egyptian
<b>Language (s)</b>	English/Arabic
<b>Date of birth</b>	20.09.1962
<b>Family Status</b>	Married
<b>Children</b>	A girl.

**Previous job** Prof of Clinical Physiology  
Directorate of Quality Assurance, Institutional Effectiveness and  
Accreditation, College of Medicine . Benha University

**Major capability**

- Postgraduate qualifications and have over 30 years experience in research along with teaching and demonstration experience in different educational Institutes.
- Hands on experience of cell culture of neurons and glial cells, Radioimmunoassay, Electrophoresis, Electrophoresis Mobility Shift Assay (EMSA)., PCR, Immunoblotting, ELISA, Immunocytochemistry and electrophysiology.
- Medical Education, curriculum innovation and medical students assessments.

- Program evaluation and quality assurance.

### Special achievements

- Research publications in international refereed journals and conference proceedings.
- Presentation of research findings at national and international scientific conferences.
- Recipient of quality assurance and accreditation grant, from The National Quality Assurance and Accreditation Committee and Ministry of Higher Education, EGYPT (2005).

### Fellowships

**Research Associate:** Department of Surgery labs, University of Pittsburgh, Pennsylvania. USA 2000-2001

**Postdoctoral fellow:** Department of Physiology, Ohio State University, Columbus, Ohio. USA 1997-1998

### Education

1992	Ph.D, Clinical Physiology College of Medicine, Benha University. Egypt. Dissertation : Effect of cardiac stress on neutrophil functions.
1989	<i>M.Sc. (General human Physiology)(Excellent)</i> College of Medicine, Benha University. Egypt. Dissertation : Antenatal determination of cardiac output in normal pregnancy.
1985	<i>MBBS (excellent)</i> College of Medicine, Benha University. Egypt.

### Employment

2005-present	Prof of Clinical Physiology, Chairman of Basic Medical Sciences Department, College of Medicine, Sharjah University, UAE.
2004- present	Prof of Clinical Physiology . College of Medicine . Benha University, Egypt (On leave )
2002- 2005	Directorate of Quality Assurance, Institutional Effectiveness and Accreditation, College of Medicine . Benha University
2000-2001	Research Associate: Department of Surgery labs, University of Pittsburgh, Pennsylvania. USA
1997-2004	Associate prof of Physiology. College of Medicine ,

---

1997-1989	Benha University, Egypt Postdoctoral fellow: Department of Physiology, Ohio State University, Columbus, Ohio. USA
1992- 1997	Assistant Prof of Physiology. College of Medicine , Benha University,Egypt
1989-1992	Assistant lecturer of Physiology .College of Medicine . Cairo University ,Egypt
1986-1989	Demonstrator, Physiology , College of Medicine,College of Medicine Cairo University ,
1985-1986	Postgraduate Internship, College of Medicine, Cairo University ,Egypt

---

### Further courses attended and training

**September 2011 (Facilitator) :** PBL Facilitator workshop. University of sharjah.UAE

**September 2011 (facilitator):** Sharjah Curriculum overview for new faculty (University Hopsital ). University of sharjah.UAE

**November 2010 :** Team based learning (TBL)in medical and health science education. University of sharjah.UAE

**March 2009 :** Effective report writing Workshop (The Ineternational Network for Qaulaity Assurance Agencies in Higher Education, **Dubai, UAE.**

**March 2009 :** The Quality standards of Accreditation in Health Professions Educations Workshop. **University of sharjah.UAE**

**January 2008 :** Implementation of Team Base learning in a problem based curriculum. **University of sharjah.UAE**

**December 2007 :** Strategic plan. **University of sharjah.UAE**

**Novemeber 2007 :** Effective lecturing workshop. **University of sharjah.UAE**

**April 2007 :** Health Profession Education workshop . **University of sharjah.UAE**

**January 2006 :** Symposium on Outcome – based education and assessment. **University of sharjah.UAE**

**January 2006:** Train the trainer assessment workshop, Sultan Qaboos university, Muscat sultanat oman, January 2006.

**May 2005:** Quality assurance in medical education and train the trainer TOT. Cairo university.

**May 2003:** Molecular Biology techniques. Ain Shams university. Egypt.

- 2001** Fundamentals of laboratory animal research : University of Pittsburgh, Pennsylvania. USA.
- 2000** Radiation Safety: University of Pittsburgh, Pennsylvania. USA.
- 1997** Internet skills . Ohio State University ,Columbus , Ohio USA.
- 1997** Microsoft Excel. Ohio State University ,Columbus , Ohio USA
- 1997** Microsoft word . Ohio State University ,Columbus , Ohio USA
- 1997** Windows 95 and 98 . Ohio State University ,Columbus , Ohio USA
- 1995- 1996** Condensed courses in English Language in American University ,Cairo,Egypt.
- 1992** Teaching Orientation and skill. Zagazig University , Egypt.
- 

**Awards:**

- **2011:** Excellency in University and community service Award , University of sharjah , UAE.
  - **2009 :** Excellency in Research Award , University of sharjah , UAE.
  - **2005 :** Ministry of culture award for best scientific **book for children**
  - **2002 :** Suez Canal University awards for best research.
- 

**Professional membership**

- **Founder and elected President of Emirates Menopause Society , March 2009 under the Umbrella of Emirates Medical Association and a member of the council of affiliated Menopause societies at the international Menopause society (Feb,11<sup>th</sup> 2010) .**

**Emirates Menopause Society**

The Emirates menopause society is a multidisciplinary national society, committed to fostering the comprehensive well being of mature and elderly Emirates women

- International Menopause Society .
- American society of Physiology.
- International society for the study of women's sexual health.
- American Association for the Advancement of Science.

- American Society for Biology and Reproduction.
- The Society for the study of androgen deficiency.
- An International Association for Medical Education (AMEE).
- International Association of Medical Science Educators IAMSE.
- Ibmossina Journal of Medicine and Biomedical Sciences(Editorial Board) USA.

---

#### **Membership of Internal and central Committees**

- **Member of University academic Advisory Board 2015.**
- **Member of University academic Advisory Board 2014.**
- **Member of University central council of students 2012-2013 .**
- **President of organizing Committee for 4<sup>th</sup> scientific forum, University of sharjah.UAE 2009**
- **Member of the central Committee for faculty affairs. University of sharjah.UAE 2007-now.**
- **Member of Medical College strategic plan, college of Medicine, University of sharjah.UAE 2008**
- **Member of Central committee for library strategic plan, University of sharjah.UAE 2008**
- **Member of Central Committee of educational resources University of sharjah.UAE 2008 -now**
- **Central Committee for student's affairs (2006-2007) Sharjah University,UAE**
- **Central Committee for accreditation (2005-2007) Sharjah University,UAE**
- **Central Committee for Faculty promotion (2006-until now )Sharjah University,UAE.**
- **Head , Educational Resources Committee for medical campus, University of sharjah.UAE (2006 –until now)**
- **Chairperson, Student's affairs and Advisory, College of Medicine , University of sharjah.UAE(2006 –until now)**
- **Chairperson, Program Evaluation and Educational Quality Assurance and Accreditation Committee College of Medicine , University of sharjah.UAE(2006 –until now).**

**Membership at International scientific Committee :**

Member at the scientific committee of the 13<sup>th</sup> International Menopause society  
World congress on Menopause Roma, june 2011.

**Member,review board :**

- ❖ Webmed central
- ❖ Egyptian Universities promotion Committees (**EUPC**) .
- ❖ Cardiovascular Toxicology Journal.
- ❖ Endocrine.
- ❖ Emirates Foundation.
- ❖ Archives of Medical sciences.
- ❖ The journal of Applied Research in Clinical and Experimental therapeutics.
- ❖ Academic medicine.
- ❖ Archives of Basic Medical Sciences Journal .
- ❖ Endocrine pathology.
- ❖ Ibnosina Journal of Medicine and Biomedical Sciences.
- ❖ Neurocritical care journal.
- ❖ Journal of Medical Sciences Research.
- ❖ Medical Education online .
- ❖ Journal of clinical and experimental gastroenterology.
- ❖ Journal of neuropsychiatric disease and treatment.
- ❖ Menopause review.
- ❖ Journal of Tahrn University Heart Center.
- ❖ Advances in Medical Education and Practice.
- ❖ International society for the study of women's sexual health meeting feb 2011.

**Recent conferences and workshops:**

- ❑ XIII International Conference of Biophysics and Medical Physics. **Jeddah , Saudi Arabia 2015 .**
- ❑ Annual International Conference on Advanced Research : Physiology (July 2014)Singapore.
- ❑ The 9<sup>th</sup> European Congress on Menopause and Andropause (**25<sup>th</sup> March 2012**)Greece.
- ❑ Leadership in higher education (**10th decembetr 2011**) , awarded 4 university of Sharjah Continuous professional development points (REF NO. UOSCOM20111210-4).
- ❑ PBL Facilitator workshop. **17<sup>th</sup> September 2011** University of sharjah.UAE
- ❑ Sharjah Curriculum overview for new faculty (University Hopsital ). **6<sup>th</sup> September 2011** University of sharjah.UAE

- ❑ Dubai Congress on anti aging and aesthetic medicine. **26-27 October 2010** Dubai –UAE.
- ❑ Revisiting Team Based learning (TBL) in medical and health sciences education workshop. University of sharjah UAE **Sept 2010**
- ❑ 32<sup>nd</sup> British International Congress of Obstetrics and Gynaecology **June 2010**
- ❑ **The Egyptian Society of Gynecology and Obstetrics (ESGO) Conference , March 2010**
- ❑ Diagnostic options and Treatment of Osteoporosis., Sharjah, UAE November, 2<sup>nd</sup> **2009.**
- ❑ Successful aging for women, Gedah , Saudi Arabia , April 21<sup>st</sup>, **2009.**
- ❑ The International network for quality assurance agencies in higher education Biennial Conference , Abu Dhabi,UAE March 3<sup>th</sup> , **2009**
- ❑ The quality,Standards & Accreditation in health professions education workshop , College of Medicine ,Sharjah University March 21<sup>st</sup> , **2009.**
- ❑ The International network for quality assurance agencies in higher education workshop:Effective report writing” Abu Dhabi,UAE March 30<sup>th</sup> , **2009.**
- ❑ Strategic plane for medical College workshop, 21<sup>st</sup> jan, **2008**, Collge of Medicine, Sharjah University,UAE.
- ❑ Strategic plane workshop , 24-25 Dec, 2007. Sharjah University UAE.
- ❑ Faculty development program, Effective lecturing workshop, 14<sup>th</sup> November, **2007** ,College of Medicine, Sharjah University , UAE.
- ❑ The 7<sup>th</sup> International conference of clinical endocrinology, Diabetes and infertility., sept 6-8 , **2007** Sharm El Shiek Egypt.(speaker).
- ❑ The health professions education workshop “ teaching & learning in clinical setting “ 20-21<sup>st</sup> april, **2007**. College of medicine, Sharjah University.
- ❑ Student Assessment for Health Profession Education workshop Feb **2007**, Sharjah College of Medicine, Facilitator.
- ❑ The 3<sup>rd</sup> Biennial conference (Pan Arab Society for sexual Medicine), **Dubai**, 2007.
- ❑ Symposium on Outcome – based education and assessment. January **2006** University of sharjah.UAE.
- ❑ Medical student conference, 1<sup>st</sup> annual gathering, march.2006.Dubai, UAE.
- ❑ Conference for right of arab children(International agreements and regional visions)april,**2006** Sharjah.UAE.
- ❑ Train the trainer assessment workshop, Sultan qaboos university, Muscat sultanat oman, January **2006.**
- ❑ First iridology conference in Sharjah, March 2006,Sharjah,UAE.
- ❑ 5<sup>th</sup> international congress of the African- middle east association of gastroeneterology . sharjah UAE FEB **2006**

- The 6<sup>th</sup> Sharjah Family Medicine symposium .  
September 2005.Sharjah Medical District .  
Sharjah UAE.

**Examiner in human Physiology for the Doctorate, Master, and MBChB Degrees**

Suez Canal University	-	Egypt
Alexandria University	-	Egypt
Zagazig University	-	Egypt
Dubai Medical College	-	Dubai, U.A.E.
Cairo University	-	Egypt.
Benha University	-	Egypt.
Al Fateh University	-	Tripoli
Armed forces College of Medicine	-	Egypt
Mansoura, College of Medicine	-	Egypt

**- Chairman/ Member of several evaluation and examination panels for Master and Doctorate Thesis in the following Universities:**

Benha University Egypt  
Suez Canal University.Egypt  
Alexandria University Egypt  
Al-Azhar University . Egypt  
Assyout University Egypt  
Tanta University Egypt  
Zagazig University Egypt  
Ain Shams University Egypt

**Publications and conferences :**

(66) Nosair,E.; Mirghani,Z.; and Mostafa , R.M. (2015) Measuring Students' Perceptions of Educational Environment in the PBL Program of Sharjah Medical College . In press , Journal of Medical Education and Curricular Development.

(65) E Stefanopoulou, P Gupta, Mostafa,R.M., N Nosair, Z Mirghani, K Moustafa, G Al Kusayer, D Sturdee, MS Hunter.(2014) . IMS Study of Climate, Altitude, Temperature and vasomotor symptoms in the United Arab Emirates.Climacteric, (17):425-432.

(64) Mostafa,R.M., Moustafa, K.M, Mirghani, Z and Moustafa,Y.M (2014) : Prolactin hormone and Cardiovascular disease. **Cardiology and angiology** , 2(1): 49-61.

(63) Hamdy,Y.;Panigrahi,D.; Mostafa,R.M., et al (2013): Pursuing Quality in Medical Education. University of Sharjah .



**(62) Mostafa,R.M.,** Milz,M.;Hamdy,H.; and Gibbs,T.(2013) : Introducing the Humanities into Medical Education: Sharjah University College of Medicine's approach . **MedEd Publish**,1-20.

**(61) Mostafa,R.M.,** Moustafa,Y.M., Al Kusayer,G.; Moustafa, K.M. (2013): Antioxidant effect of Garlic (*Allium Sativum*) and Black Seeds (*Nigella Sativa*) in healthy postmenopausal women , Sage open Medicine, (1) 2050312113517501, doi:10.1177/2050312113517501 .

**(60) Mostafa,R.M.(2013):** Potential antiepileptic therapeutic effect of *Nigella Sativa*. **Spatula DD Journal of complementary Medicine and Drug discovery** , 3(1):1-5.

(59) Abdel-Rahman,W.A., Moustafa,Y.M., Ahmed,B.O.and **Mostafa,R.M (2012)** . Endocrine disruptors and breast cancer risk – time to consider the environment" . **Asian Pacific Journal for Cancer Prevention** ) , 13 (12), 5937-5946.

**(58) Mostafa ,RM ,** Moustafa ,YM & Mirghani, Z.(2012) : Thymoquinone alone or in combination with phenobarbital reduces the seizure score and improves the oxidative burden in pentylenetetrazole-kindled rats , Oxidants and Antioxidants in Medical Science. **Oxid Antioxid Med Sci** 1(3):185-192

57. **Mostafa RM,** Moustafa,Y. Oxidants and antioxidants balance modulation by *Nigella Sativa* Seeds consumption in Healthy postmenopausal. **Maturitas , Volume 71, Pages S79 2012**

**The 9<sup>th</sup> European Congress on Menopause and Andropause.March 25<sup>th</sup> 2012, Athens Greece.**

56. **Mostafa RM.**Dilemma of Women's Passive smoking **Ann Thorac Med.** 2011 Apr;6(2):55-6. PMID: 21572692 [PubMed –indexed for medline]

55. Mirghani, Z.; Zein,T.;Annoble. S.; Winter,J.; and **Mostafa,R.** Analysis of fatty acids in Ghee and olive oil and their probable causal effect in lipid pneumonia. **J Med Biochem. 30: 1-5, 2011.**

54. D.W.Sturdee,N.Panay, et al : recommendations for the management of postmenopausal vaginal atrophy. **Climacteric; 13 : 509-522, 2010**

**53. Mostafa ,R.M.,** Moustafa , Y.M. and Hamdy , H.: Interstitial cells of Cajal, the Maestro in health and disease **World J Gastroenterol** 14,16(26): 3239 – 3248 2010 PMID: 20614479 [PubMed – Indexed for Medline ].

**52. Mostafa ,R.M.:** Rectal prolapse: Diagnosis and clinical management . **World J Gastroenterol.; 16(17): 2193–2194. 2010** PMCID: PMC2864849 (Pubmed central – Indexed for Medline)

51. **Mostafa ,R.M.** , Mirghani, Z., Moustafa ,Y.M. , and Moustafa ,K.M. : Effect of Coenzyme Q10 administration on oxidant and antioxidant balance in plasma and erythrocytes of healthy postmenopausal women **32<sup>nd</sup> British International Congress of Obstetrics and Gynaecology proceeding june 2010**
50. **Mostafa ,R.M.** , Moustafa ,Y.M. , Mirghani, Z. and Moustafa ,K.M. . Effect of Garlic (*Allium Sativum*) and black seeds (*Nigella sativa*) ingestion on oxidant and antioxidant balance in healthy postmenopausal women . **International Journal of Gynecology & Obstetrics 107S2, S413–S729, (2009)**
49. **Mostafa ,R.M.** Male rats sex hormones status after exposure to 50 Hz, 10 mTesla mangetic field. **Fertility and Sterility.90 (Suppl.1) S185 , 2008.**
48. Ahmed, R.Y., Abdulqawi,K.; **Mostafa RM.** , Abo El Azm, T. and Al Inany,H. Fetal and neonatal responses following maternal exposure to mobile phones. **Saudi Medical Journal, 29 (2):218-223, 2008 PMID: 18246230 [PubMed - indexed for MEDLINE]**
47. **Mostafa RM** : Rome III: The functional gastrointestinal disorders. **World Journal of Gastroeneterology , March 28 , 14(1) p. 2124 (2008) PMCID: PMC2701540(Pubmed central – Indexed for Medline)**
46. **Mostafa RM** and Moustafa,YM. Vitamin C Modulation of the Anti-epileptic Effect of Phenobarbital and Erythrocyte Oxidative Burden in a Pentylenetetrazole-Induced Kindling Rat Model. **Journal of Medical Sciences Research, 1 (4), 2008**
45. **Mostafa,RM.**, Mirghani, Z.; Moustafa ,K.M. , , Moustafa ,Y.M., and El Hefnawi, M.H. New Chapter in old story : endocrine disruptors and male reproductive system **Journal of Medical Sciences Research, 1 (2): 33-42 , 2007**
44. **Mostafa,RM**, El Hefnawi,ALH.M., Moustafa,K.M., Ali, F.M., Moustafa Y.M.; Kamal,S. and El Hefnawi,M.H. Effect of 50 Hz, 10 m Tesla magnetic field on sex hormones level in male rats. **Journal of Medical Sciences Research 1 (1) : 31-36 2007**
43. Shafik,A., **Mostafa RM**, Shafik,I., El Sibai,O, Shafik,A.A. Functional activity of the rectum: A conduit organ or a storage organ or both? **World J Gastroenterol. (2006) 28;12(28):4549-52.**
42. **Mostafa RM**, Moustafa,YM, , Fadel MA. And ,Shafik,A. Sex hormone status in male rats after exposure to 50HZ, 5 mTesla Magnetic Field.. **Archives of Andrology, Sept –oct 52(5):363-9 (2006)**
41. Shafik A, Shafik, I, Sibai,O. **Mostafa, RM** . The Effect of Esophageal and Gastric Distension on the Crural Diaphragm. **World J Surg 30: 199-204 2006 ,**

- 
40. Ahmed Shafik, Ali A. Shafik, Olfat El Sibai, Ismail Ahmed, and **Mostafa RM.** Role of the Rectosigmoidal Junction in Fecal Continence: Concept of the Primary Continent Mechanism **Arch Surg, Jan 2006; 141: 23 - 26.**
39. Shafik A , El Sibai O , Shafik AA Ali and **Mostafa RM.** Effect of topical esophageal acidification on salivary secretion: Identification of the mechanism of action **Journal of Gastroenterology and Hepatology (2005) 20, Dec. 1935–1939**
38. Shafik A, Shafik I , El Sibai O, **Mostafa R.** Effect of lower esophageal sphincter distension and acidification on esophageal pressure and electromyographic activity: the identification of the "sphinctero-esophageal excitatory reflex".**Ann Thorac Surg. Apr;79(4):1126-31; discussion 1131. 2005**
37. Shafik A, Ahmed,I , El Sibai O, Shafik AA , **Mostafa R.** Study of the rectal electric activity of the uninhibited rectal detrusor(overactive rectum): a new concept of pathogenesis **J Spinal Cord Med. 28(1):64-8. 2005**
36. Shafik A, El Sibai O, **Mostafa RM,** Shafik AA, , Ahmed,I. Response of the internal reproductive organs to clitoral stimulation:the clitrouterine reflex. **Int J Impot Res. 17(2):121-6. 2005**
35. Shafik A, **Mostafa RM** , El Sibai O, Shafik IA, Electromotor activity of cecum and ascending colon: the concept of individual pacemakers. **Eur Surg Res , Sept- Oct, 36(5):308 -12.,2004**
34. Shafik A, El Sibai O, Shafik AA, **Mostafa RM,** Shafik I. Effect of straining on the lower esophageal : identification of the " straining esophageal reflex" and its role in gastroesophageal competence mechanism. **J Invest Surg ,17(4):191-6, 2004**
33. Shafik A, Shafik AA, El-Sibai O, **Mostafa RM.** Effect of straining on diaphragmatic crura with identification of the straining crural reflex. The reflex theory in gastroesophageal competence. **BMC Gastroenterol. 30; 4(1):24, 2004.**
32. Shafik A, Shafik I ,El Sibai O, Shafik A, **Mostafa RM.** Vesical pacing in patients with overactive bladder: technique and results. **Int Urol Nephrol. 36(1):29-34, 2004**
31. Shafik A, Shafik I, El Sibai O, **Mostafa RM.** Does the crural diaphragm share in the costal diaphragm? The concept of "an autonomous esophageal crus" and its role in esophageal competence. **Med Sci Monit. Aug 10(8): BR68-72, 2004.**
30. Shafik A, El Sibai O, Shafik AA, Ahmed I, **Mostafa RM.** Vesical pacing: pacing parameters required for normalization of vesical electric

activity in patients with overactive bladder. **Front Biosci** 1;9:995-9. **2004 Jan.**

29. Shafik A, El Sibai O, Shafik AA, Ahmed I, **Mostafa RM**. The electrovaginogram: study of the vaginal electric activity and its role in the sexual act and disorders. **Arch Gynecol Obstet.** 269(4):282-6, **2004**

28. Fadel, M. Ali, Wael, S., **Mostafa, R.M.** Effect of 50Hz, 0.2 m T magnetic fields on RBC properties and heart functions of albino rats. **Bioelectromagnetics, Volume 24, ( 8):535-545 , 2003**

27. Shafik A, Shafik AA, El-Sibai O, **Mostafa RM**. Electric activity of the colon in subjects with constipation due to total colonic inertia: an electrophysiologic study. **Arch Surg. Sep;138(9):1007-11; 2003**

26. Shafik A, **Mostafa RM**, Shafik AA, Ahmed I. Study of the functional activity of the cecocolonic junction with identification of a "physiologic sphincter", "cecocolonic inhibitory reflex" and "colocecal excitatory reflex". **Surg Radiol Anat.** 2003 Apr;25(1):16-20.

25. .Hu, H-Z, S-M Liu, Y Xia, **RMostafa**, DH Safirov and JD Wood . Action of bradykinin on electrical and synaptic behaviour in the myenteric and submucous plexus of guinea pig small intestine. **Br.J Pharmacol.** 2003, 138:1221-1232.

24. Shafik A, Ahmed I, El-Sibai O, **Mostafa RM**. Percutaneous peripheral neuromodulation in the treatment of fecal incontinence. **Eur Surg Res.** 2003 Mar-Apr;35(2):103-7.

23. Shafik A, **Mostafa RM**, Shafik AA, El-Sibai O. Study of the effect of straining on the bulbocavernosus muscle with evidence of a straining-bulbocavernosus reflex and its clinical significance. **Int Urogynecol J Pelvic Floor Dysfunct.** 2002;13(5):294-8.

22. Shafik A, **Mostafa RM**, Ahmed I, el-Sibai O. Role of the rectosigmoid pacemaker and electric activity in rectal motility: mechanism and clinical significance. **Electromyogr Clin Neurophysiol.** 2002 Sep;42(6):377-83.

21. **Mostafa, RM.**, Michalikova, S. and Ennaceur, A. A 3D spatial navigation task for assessing memory in rodents. **Neurosci Res Comm** 31: 19-28 , **2002.**

20. **Mostafa, RM.**, Mostafa, Y.M. and Ennaceur, A.: Effect of exposure to extremely low-frequency magnetic field of 2 G intensity on memory and corticosterone level in rats. **Journal of Physiology and Behavior** 76 (589-595) **August: 2002.**

**Society of Neuroscience Meeting, New Orleans, Louisiana, November 4-9, 2000).**

19. Gabry, K.E., Chrousos, G.P., Rice, K.C., **Mostafa, RM.**, Sternberg, E., Aegrao, A.B., Webster, E.L., McCann, S.M. and Gold, P.W. Marked suppression of gastric ulcerogenesis and intestinal responses to stress by a novel class of drugs. **Molecular Psychiatry** , **Volume 7, Issue 5, June: 2002.**

18. Shafik, A., **Mostafa, R.M.**, and Shafik, A. Electrophysiological study of the rectosigmoid canal: Evidence of a rectosigmoid sphincter. **Journal of Anatomy, Volume 200, Issue 5 Page 517. May:2002.**

17. Shafik, A., EL Sibai, O., **Mostafa, RM.** and Shafik, A.: Electric activity of the rectosigmoid canal and its relation to rectal and sigmoid electric activity : An evidence of a sphincteric function of the rectosigmoid canal. **Frontiers in Bioscience 6, b6-9 september: 2001.**

16. Shafik, A., EL-Sibai, O., **Mostafa, RM.** and Shafik, I. Study of the mechanism of rectal motility: the 'mass squeeze contraction'. **Arch Physiol Biochem. 2001 Dec;109(5):418-23.**

15. **Mostafa ,RM.** and Ennaceur ,A. 3D spatial navigation task for assessing memory in rats and mice. Abstract, Submitted in **the Society of Neuroscience Meeting, San Diego ,November 2001,**

14. Moustafa,Y., **Mostafa,RM.** , Belacy ,A., Abou El Ela ,S. and Fadel,M.A. Effect of acute exposure to radiofrequency fields of cellular phones on plasma lipid peroxide and antioxidant activities in human erythrocytes. **Journal of pharmaceutical and biomedical analysis 26 (605-608).2001**

13. **Mostafa, RM.** and Ennaceur,2001 A .Fornix lesions impair both spatial and non spatial memory in rats: space vs featureless objects **Eur J Neurosci 12 (S 11), 174**

13. Belacy, N.A., Salem, M.A., **Mostafa, RM.**, Belal, A. and Moustafa, Y.M.: Effect of estrogen and androgen receptor blockers on experimentally induced myocardial infarction in male rats. **Benha Medical J.: 17 (3) 23-31: Sept. 2000.**

10. **Mostafa,RM.**, Kamal,S. , Mostafa,M., and El Awady, E. , Effects of vitamin C and E on stress induced lipid peroxidation and antioxidant enzyme activities in rats. **Zagazig J.Pharm.Sci. 9 (2) 44-49 2000.**

9. Habib, K.E., Cai,J., **Mostafa, RM.**, Einsenberg,N., Prolo, P., Negro P.J., Contribution of endogenous opioids and glucocorticoids to the control of the sympathoadrenal activity.**Annual Meeting of the Endocrine Society, June 1999 San Diego, CA pp 366 .**

8. Habib, K.E., Negro, P.J., Webster, E.L., Rice, K., **Mostafa, RM.**, Chrousos, G.P., Gold, P.W., Antalarmin, a non peptide CRH-1 receptor antagonist attenuates stress ulcer in the rat. **Annual Meeting of the Endocrine Society, June 1999 San Diego, CA , pp 376.**
7. Habib, K.E., Negro, P.J., Prolo, P., **Mostafa, RM.**, Endogenous opioids contribute to gastric ulcerogenesis during stress. Recognition of B endorphin immunoreactivity in gastric mucosa of male rats. **Annual Meeting of The Endocrine Society, June 1999 San Diego, CA, pp 238 .**
6. Hu, H-Z, S-M Liu, Y Xia, **R Mostafa**, DH Safirov and JD Wood . Action of bradykinin on electrical and synaptic behaviour in the myenteric an submucous plexus of guinea pig small intestine. **Gastroenterology** Volume 114, Supplement 1 , Page A379, 15 April 1998  
**Annual meetings of American Gastroenterological Association for the study of liver disease May 16-22,1998).**
5. **Mostafa, RM**, Arafat, W. Role of testosterone in Haematopoiesis. **Bulletin of Egyptian Society for Physiological Sciences Vol 12(1),1997.**
4. **Mostafa, RM.**, Abou El Fadl , A, and Gebali, M Effect of Nigella Satival seed on Pulmonary Functions . **Bulletin of Egyptian Society for Physiological Sciences Vol 12(1),1997.**
3. Abou El Fadl , **Mostafa, RM.**, A, Gebali, M Effect of Nigella Satival seed on Lipid profile, kidney functions and hepatic functions. **Bulletin of Egyptian Society for Physiological Sciences Vol 12(1),1997.**
2. **Mostafa, RM.**, Effect of Mild, Moderate and Severe obesity on pulmonary functions. **Benha Medical Journal , Vol 1(2) 1995**
1. **Mostafa, RM.** And Mostafa, AM., The impact of aging on left ventricular ejection fraction (ranges of normality) . **Benha Medical Journal , Vol 1(2) 1995**

### Teaching Philosophy :

“Teaching “ ranks amongst the top five prestigious professions where one is involved in shaping the future of the country. My first academic teaching experience began in my third grade biology classroom when my teacher selected a few top scorers in that class to tutor weaker students on a one-on-one basis. My extrovert nature and zeal towards helping my classmates and other tutoring activities through my academic career has slowly developed the “**teacher**” within me. I firmly believe that the best way to learn is to teach, as learning is certainly a life-time experience..

I had loved being a student. There are few things that thrill me as I came to learn new ideas, thus stretching the bounds of my knowledge of the world.



Throughout my student life, I had always admired teachers because I thought of them as playing an central role as facilitators in the process of learning. As the daughter of a medical professor, I was always proud of my father and the role he played in the lives of his patients and students. I always assumed it was the combination of his dynamic personality, his knowledge, and his sense of humor that made him a wonderful doctor and professor.

I believe that my skills as an instructor are constantly evolving. Over the past few years, I have observed at least six other instructors teach. I enjoy going to observe other instructors because I believe that all other teachers can teach me something through their skills and strengths that are often different from mine. A fellow instructor asked me why I still observed others, as this is typically something only done by new instructors. I struggled to respond to this question because I thought experienced teachers, as well as new teachers, can benefit from being affiliated with others. I believe that my astonishment at the other instructor's question really illustrates my general attitude toward teaching. I do not think of teachers as "good" or "bad"; for me, the measure of a teacher's success is whether or not he or she is working to improve. One of my goals as a teacher is to never take my teaching skills for granted. *To that end, I treat each group of students as a new set of teachers who can help me learn how to better meet the needs of students in the future.*

Teaching physiology is my passion. There is nothing else in my professional life that brings me the same joy and exhilaration as giving a lecture where students are learning and engaged. While I am fortunate to have found something I am so passionate about, I feel that I have a responsibility to work hard for my students. It is a great gift and a great responsibility to share the subject matter I love with others. I am truly grateful for the opportunity to teach Physiology and I only hope that I am always doing a service to my students.

A teacher should be totally involved with the class; dedicated to his/her students; and prepared to devote time and energy for them. My sense of attachment to teaching evokes passion and dedication. The enthusiasm of a motivated teacher rubs off on his/her students, who derive the inspiration and encouragement which actuate their desire to learn. This keeps students interested as they tend to retain the course material very well. Every module should clearly state a take-home message for the students. I know through experience that whenever my past students approach me for help for another course, I am pleased to realize during the discussions that they have retained most of the important concepts.

In addition, a good teacher needs to personalize students' needs and problems. This is observed in case of a few of the weaker, shy, or some international students who need additional assistance, but hesitate to ask for it. In my opinion, identifying students by their full names and knowing some background information (like city, and country) is very beneficial. I obtain most of this information subtly through my numerous interactions with them during my office hours. Having good sense of humor is an added advantage. I

believe that the best in a person comes out in a non stressful situation. Students tend to learn more effectively from an approachable teacher who sets up a comfortable atmosphere conducive to learning. Thus, education goes beyond the classroom and students tend to visualize the teacher as a role model from whom they seek universal advice on topics ranging from fundamental concepts to future careers options, personal problems, and other matters.

In order to assist students in reaching their desired learning goals, the teacher must have a clear set of objectives. I feel that teachers should serve a number of purposes. First and foremost, they should act as guides, pointing students in the direction they should go to find answers and solve problems by providing them with the essential information they need to do so. They should also act as advisors or facilitators, especially in the university setting. . Students also need to feel comfortable approaching their instructors for discussion outside of class. When instructors act as mentors and friends, the students can begin to make professional contacts; seek professors' assistance in career plans and use as references, and have an academic source to call upon when stresses of classes begin to be overwhelming. Instructors need to make education as much enjoyable and beneficial as possible to for students. When instructors act in this fashion, a student's education will be more thorough and enjoyable than one drawing on exclusive classroom contacts between students and instructors.

Technology is very useful and should be utilized effectively. I feel that "seeing is believing." Therefore, audio-visual aids like power point slides, graphic hand outs, video clips, and visual multimedia presentations are important components of the learning experience.

Like anyone involved in education, whether student or teacher, a personal growth plan should always be evolved. One never develops socially, intellectually, or academically, without consistently learning new things and striving to further oneself. This can include classes as a part of a continuing education program, receiving regular input from students and consistently attempting to improve their teaching style, or trying new ideas or strategies on a regular basis. My students and colleagues often describe me as dedicated, enthusiastic, approachable, resourceful, organized, innovative and knowledgeable with a keen attitude towards helping students. Finally, I believe that the role of a teacher is that of a leader where you have to show the path, motivate, encourage, and lead by example. Perspiration follows inspiration which means this task is going to involve hard work, and dedication. However, the rewards are immense as I enjoy this activity. My success lies in seeing my students succeed and I experience it when I see my students move on to good hospital or postgraduate school. **Each teacher needs to have a personal philosophy of teaching to guide their actions and ideas. This list is one I have made to guide myself. It is by no means all-encompassing, but it provides a basis for what I feel about education, and what I want my students to feel when they leave my classroom.**