



**ASSOCIATION OF PHYSICIANS OF PAKISTANI-DESCENT OF NORTH AMERICA**  
**Initiative on Islam and Medicine CME Meeting, June 5-7, 2015**  
**Dissecting The Ethics Of Organ Donation: Islamic Bioethics Workshop**  
**University of Chicago Hospitals**  
**Evaluation Form**

**Faculty Evaluation**

Faculty Name: Aasim Padela, MD, MSc

Presentation Title: The Actors and Material of Islamic Bioethics

<b>Learning Objectives</b>		
Describe the different disciplinary experts and their goals with respect to producing Islamic bioethics material.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
Describe the limitations of the extant genre of Islamic bioethics discourse.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
Identify ways in which to fill in the gaps in the Islamic bioethics discourse.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
<b>Describe what changes you are going to do as a result of attending this activity?</b>		
<b>Evaluate the Speaker</b> on the following scale. (Circle One)		
Poor      Fair      Average      Good      Excellent		

Faculty Name: Aasim Padela, MD, MSc

Presentation Title: Constructing an "Islamic" Bioethics? Critical Concepts from Theology and Law

<b>Learning Objectives</b>		
Identify the major sources of Islamic morality and how they relate to an "Islamic" bioethics.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
Differentiate between Islamic bioethics, Muslim bioethics, and applied Islamic bioethics research.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
Be able to define a fatwa and the proper usage of fatawa in making bioethical decision.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
<b>Describe what changes you are going to do as a result of attending this activity?</b>		
<b>Evaluate the Speaker</b> on the following scale. (Circle One)		
Poor      Fair      Average      Good      Excellent		



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Faculty Name: Issam Eido, PhD

Presentation Title: Islamic Ethics - From Fiqh to Tasawwuf

<b>Learning Objectives</b>		
What do Islamic ethics mean in these two different periods, formative and post-formative?	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
What notion of Islamic ethics are fiqh and tasawwuf concerned about? Or what do we mean by Islamic ethics in a fiqh or tasawwuf perspective?	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
In our modern age, could we follow one of these perspectives or should we follow both of them?	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
<b>Describe what changes you are going to do as a result of attending this activity?</b>		
<b>Evaluate the Speaker</b> on the following scale. (Circle One)		
Poor      Fair      Average      Good      Excellent		

Faculty Name: Sheikh Omar Qureshi

Presentation Title: Health Risk Assessment: Examining the Reasoning, Exercises of Medical Experts and Islamic Legists

<b>Learning Objectives</b>		
Gain a broad understanding of the religious considerations of Muslims on matters of health.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
Become familiar with Islamic legal reasoning on medical issues.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
Understand how medical experts and Islamic jurists apply medical evidence to their assessments of harm and risk.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
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<b>Evaluate the Speaker</b> on the following scale. (Circle One)		
Poor      Fair      Average      Good      Excellent		



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Faculty Name: Susan Cochran  
 Presentation Title: Organ Donation, Compassion and Process

<b>Learning Objectives</b>		
Understand an overview of how many different religions view organ donation.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
Understand the timetable of how a patient becomes an organ donor.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
Dispel myths and misconceptions about organ donation.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
<b>Describe what changes you are going to do as a result of attending this activity?</b>		
<b>Evaluate the Speaker</b> on the following scale. (Circle One)		
Poor      Fair      Average      Good      Excellent		

Faculty Name: Mark Siegler, MD  
 Presentation Title: Ethical Issues in Living Organ Donor Transplant

<b>Learning Objectives</b>		
To understand the history of kidney transplantation and the history of living donor kidney transplantation.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
To gain a deeper insight into the ethics of living donor liver transplantation through the story of Christoph Broelsch.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
To assess the future of living donor kidney transplantation.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
<b>Describe what changes you are going to do as a result of attending this activity?</b>		
<b>Evaluate the Speaker</b> on the following scale. (Circle One)		
Poor      Fair      Average      Good      Excellent		



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Faculty Name: Obadah Ghannam, MBBS

Presentation Title: Islamic Legal Views on Organ Donation: A View From Fiqh Councils

<b>Learning Objectives</b>		
To understand the legal views of some Muslim scholarly Fiqh councils on autograft, allograft and xenograft transplantation.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
To understand Muslim scholarly legal views on cadaveric organ donation and the definition of death.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
To understand Muslim scholarly legal perspectives on receiving organs.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
<b>Describe what changes you are going to do as a result of attending this activity?</b>		
<b>Evaluate the Speaker</b> on the following scale. (Circle One)		
Poor      Fair      Average      Good      Excellent		

Faculty Name: Elham Mireshghi, PhD Candidate

Presentation Title: The Making of Shi'i Fatwas on Transplantation and Organ Selling

<b>Learning Objectives</b>		
Understand the Shi'i perspective on organ transplantation and sales.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
Appreciate the important role the framing and presentation of scientific facts have in the making of fatwas.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
Understand the legal mechanism by which Shi'i fatwas can change to accommodate new evidence.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
<b>Describe what changes you are going to do as a result of attending this activity?</b>		
<b>Evaluate the Speaker</b> on the following scale. (Circle One)		
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Faculty Name: Shoaib Rasheed, DO Candidate

Presentation Title: Muslim Medical Ethics, Fatwas, and the Diversity of Ulama

<b>Learning Objectives</b>		
Appreciate the role that Islamic religious scholars play for average Muslims that are in the process of making personal bioethical decisions, particularly in the example of organ donation.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
Recognize that Islamic religious scholars (ulama) are not a monolithic body; rather, they are a diverse group that differ in terms of target audiences, areas of specialization, and roles that they fulfill for the Muslim community.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
Gain a deeper insight into the ways that religion may influence ethical decision making for Muslims.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
<b>Describe what changes you are going to do as a result of attending this activity?</b>		
<b>Evaluate the Speaker</b> on the following scale. (Circle One)		
Poor      Fair      Average      Good      Excellent		

Faculty Name: Elham Mireshghi, PhD Candidate

Presentation Title: The Moral Experience of Buying and Selling a Kidney

<b>Learning Objectives</b>		
To grasp some of the actual experiences and moral concerns of kidney buyers and sellers in a legalized setting.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
Appreciate how Islamic notions of divine blessing figure into the moral calculations of buyers and sellers.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
Understand how lived experiences can contrast with the assumptions of legal jurists.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
<b>Describe what changes you are going to do as a result of attending this activity?</b>		
<b>Evaluate the Speaker</b> on the following scale. (Circle One)		
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Faculty Name: Ahsan Arozullah , MD

Presentation Title: The Role of Muslim Physicians in Islamic Bioethics Discourse

<b>Learning Objectives</b>		
The participant will be able to describe some of the benefits and risks of participating in the current bioethics discourse as a Muslim healthcare provider.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
The participant will learn medical and Islamic approaches to the following issues: (a) the definition of life and its phases; (b) the use of evidence in decision making.	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
n/a	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
<b>Describe what changes you are going to do as a result of attending this activity?</b>		
<b>Evaluate the Speaker</b> on the following scale. (Circle One)		
Poor      Fair      Average      Good      Excellent		

Faculty Name: Elham Mireshghi, PhD Candidate

Presentation Title: Applied Islamic Bioethics: Case Discussions

<b>Learning Objectives</b>		
n/a	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
n/a	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
n/a	Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
<b>Describe what changes you are going to do as a result of attending this activity?</b>		
<b>Evaluate the Speaker</b> on the following scale. (Circle One)		
Poor      Fair      Average      Good      Excellent		



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**Evaluation of Overall Activity**

**1- To what extent do you feel this activity has improved your competence (skill, abilities) in each of the following areas?**

**A Learning Objective A:** Conduct a Conceptual Review of the Actors and Producers of Islamic Bioethics Discourse.

To a great extent  To some extent  To a little extent  Not at all

**B Learning Objective B:** Introduce the Theological and Ethico-Legal Frameworks of the Islamic Moral Tradition, Particularly As They Pertain to Transplantation.

To a great extent  To some extent  To a little extent  Not at all

**C Learning Objective C:** Apply Their Understanding of Islamic Attitudes on Organ Donation and Transplantation to Approaching Muslim Patients.

To a great extent  To some extent  To a little extent  Not at all

**2- How well did this educational activity meet your educational needs?**

- Exceeded my needs
- Met most of my needs
- Met some of my needs
- Did not meet my needs

**3- What is the likelihood that you will make changes in your practice as a result of what you learned in this activity?**

- Very likely
- Somewhat likely
- Somewhat unlikely
- Very unlikely

**4- Name one thing that you plan to change in your practice or patient care as a result of what you learned in this activity?**

**5- Did you feel the educational content contained any inappropriate promotion of the commercial product, device or Services? (If yes please explain)**

- No
- Yes - Please explain.



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**6-Selection of overall topics selected for presentation were:**

Poor  Fair  Average  Good  Excellent

**7- What educational gaps have you identified in your own professional practice that you would like to see addressed at the future APPNA CME activities?**

**8- Please identify if any changes are required to improve its ability to meet the CME Mission?**

**9- The committee values your opinion. What topics would you like to have presented at the future APPNA CME activities?**

**10- Any Speaker would you like to be invited in the future APPNA CME activities?**





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June 5, 2015			
<input type="checkbox"/>	Aasim Padela, MD	Didactic Session	1.50 hour
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<input type="checkbox"/>	Issam Eido, PhD	Didactic Session	1.00 hour
<input type="checkbox"/>	Sheikh Omar Qureshi,	Didactic Session	1.00 hour
June 6, 2015			
<input type="checkbox"/>	Susan Cochran	Didactic Session	1.50 hour
<input type="checkbox"/>	Mark Siegler, MD	Didactic Session	1.00 hour
<input type="checkbox"/>	Obadah Ghannam, MBBS	Didactic Session	1.00 hour
<input type="checkbox"/>	Elham Miresghhi, PhD Candidate	Didactic Session	1.00 hour
<input type="checkbox"/>	Shoaib Rasheed, DO Candidate	Didactic Session	1.00 hour
<input type="checkbox"/>	Elham Miresghhi, PhD Candidate	Didactic Session	1.00 hour
June 7, 2015			
<input type="checkbox"/>	Ahsan Arozullah , MD	Didactic Session	1.50 hour
<input type="checkbox"/>	Elham Miresghhi, PhD Candidate	Case Discussion	1.00 hour
<input type="checkbox"/>	Aasim Padela, MD	Wrap-up/Review & Feedback	1.00 hour
Total CME Hours			

**Please write legibly.**

I \_\_\_\_\_ verify that I have attended this CME Activity and claim \_\_\_\_\_ credit hours (*Maximum 15.0 AMA PRA Category 1 Credit(s)<sup>TM</sup>*).

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Email: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ City, State, Zip: \_\_\_\_\_

This activity has been planned and implemented in accordance with the essential areas and policies of the Accreditation Council for Continuing Medical Education through the joint sponsorship of APPNA and the Initiative on Islam and Medicine. APPNA is accredited by the Accreditation Council for Continuing Medical Education to present continuing medical education programs for physicians. APPNA designates this program for **15.0 credits in Category 1 of the Physicians Recognition Award of the American Medical Association**. Each physician should claim only credit for time actually spent in the educational activity.