13th WFC GLOBAL EDUCATION CONFERENCE

WORLD FEDERATION OF CHIROPRACTIC

THE NETHERLANDS

OCTOBER 14 - 17, 2026

NCA Nederlandse Chiropractoren Associatie

Lifelong Learning:

Advancing Chiropractic Education for the Future



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Welcome

Welcome to the 13th World Federation of Chiropractic (WFC) Global Education Conference, **October 14–17, 2026**, in Utrecht, the Netherlands.



The conference, ***Lifelong Learning: Advancing Chiropractic Education for the Future***, celebrates the curiosity and growth mindset that are at the core of effective teaching and professional excellence.

This event gathers educators, scholars, industry professionals, chiropractors, regulators, accreditors, and other thought leaders from around the world to explore the latest trends and innovations in chiropractic education.

By attending this conference, you will be at the forefront of this influential gathering. Your participation is crucial to advancing the chiropractic profession.

As a delegate, you will participate in an environment where ideas flourish, connections form, and education advances.

- **Connect with leading educators and professionals** in chiropractic education who are shaping the future of the profession.
- **Contribute to the global standards** of educational excellence, innovation, and lifelong learning.
- **Discuss the advancement** of chiropractic education globally.

We look forward to your participation in making this conference a resounding success.

Welcome from the President of the World Federation of Chiropractic

Greetings,

It is my great pleasure, on behalf of the World Federation of Chiropractic, to warmly welcome you to Utrecht, Netherlands, for the 2026 WFC Global Education Conference.
We are delighted to bring together chiropractic educators, researchers, clinicians, students, leaders and partners from around the world for several days of learning, collaboration and meaningful discussion.

This conference represents an important opportunity for our profession to come together and consider how we can strengthen chiropractic education for the future. As healthcare continues to evolve, our educational programmes must remain evidence-based, people-centred, interprofessional, and collaborative - yet responsive to the changing needs of society.

We are particularly pleased to be meeting here in the Netherlands which has a proud history of healthcare innovation, but where chiropractic education and statutory recognition remain areas of opportunity. Holding this conference here reflects our commitment to supporting the development of high-quality chiropractic education globally.

I encourage you to make the most of the programme, engage openly with colleagues from different countries and perspectives, and build relationships that continue well beyond this week. Most importantly, I hope you enjoy your time in Utrecht and experience the warmth, collegiality and international spirit that define the WFC community.



Thank you for joining us, and welcome to the 2026 WFC Global Education Conference. I look forward to sharing this important and exciting event with you.

Ryan Coster, BSc, MChiro
President, World Federation of Chiropractic

Welcome from the World Federation of Chiropractic Interim Secretary General

Dear Conference Delegate,

It is my great pleasure to welcome you to the World Federation of Chiropractic (WFC) 13th WFC Global Education Conference, October 14–17, 2026, in Utrecht, the Netherlands. We are delighted that you are joining this landmark gathering and bringing your experience and enthusiasm.

You are part of an international community of educators, practicing chiropractors, researchers, administrators, regulators, corporate leaders, and students committed to advancing chiropractic education and the profession. Your voice matters. Every connection can spark ideas, build partnerships, and inspire progress.

Our theme - *Lifelong Learning: Advancing Chiropractic Education for the Future* - reflects our shared opportunity and responsibility. Learning does not end at graduation; it continues throughout our lifespans. It strengthens professional excellence, institutions, and patient care. In an evolving healthcare environment, curiosity, adaptability, and continuous improvement are essential.

For the chiropractic profession to thrive, chiropractic education must embrace a commitment to continuous improvement. Together during this conference, we will explore how lifelong learning enriches the educational journey and strengthens chiropractic's role in the modern, evidence-informed healthcare environment.



Participate fully: connect with colleagues, exchange bold ideas, challenge assumptions, and explore new approaches to education, research, leadership, and practice. We hope you leave Utrecht inspired, energized, and equipped with practical ideas and valuable relationships.

Thank you for being here. Together, we can shape a vibrant future for chiropractic education and the profession.

Best regards,
John Maltby, DC
WFC Secretary General, Interim

Welcome from the World Federation of Chiropractic Secretary-General Designate

Welcome Colleagues,

A stronger future for chiropractic begins with the people who educate, inspire, and prepare our profession to meet tomorrow's needs. Welcome to Utrecht, where your expertise and ideas will help shape the next chapter of chiropractic education.

Across our Global Community, we have the knowledge, experience, and ambition to strengthen the profession and expand its contribution to health, fulfilling the WFC's mission:

"To advance awareness, utilization, and integration of chiropractic internationally."

Education prepares chiropractors, sustains professional excellence, and supports care reflecting people's needs, priorities, and goals.

Progress requires combining our strengths, supporting one another, coordinating our efforts, and creating opportunities to contribute.

The WFC's path ahead embraces greater connection, shared purpose, clear direction, and active participation.

Your perspectives are essential to this journey. You have a voice in this Global Community.

May your time in Utrecht inspire fresh ideas, renewed confidence, and lasting relationships that help us fulfill our shared responsibility to advance chiropractic.

Thank you for helping bring the WFC's vision closer to reality.

"A world where all people, of all ages, in all nations have access to evidence-based, people-centered, interprofessional and collaborative chiropractic services so that populations can thrive and reach their full potential."



Together, we move forward.

Rebekah Wilks, DC
Secretary-General Designate
World Federation of Chiropractic

Welcome from the President of the Netherlands Chiropractors' Association

Greetings,

It is my great pleasure, on behalf of the Netherlands Chiropractors' Association (NCA), to welcome you to Utrecht for the 13th WFC Global Education Conference, October 14-17, 2026.

We are delighted to welcome chiropractic educators, researchers, clinicians, students, and leaders from around the world. Your presence strengthens our international community and our shared commitment to advancing chiropractic education and the profession. This year's theme, "Lifelong Learning: Advancing Chiropractic Education for the Future," reminds us that learning does not end at graduation. Continuous learning strengthens professional excellence, encourages innovation and, most importantly, improves the quality of care we provide for our patients.

For us in the Netherlands, hosting this conference is particularly meaningful. Our healthcare system places a strong emphasis on quality, evidence-informed practice and collaboration. Chiropractic has been part of the Dutch healthcare landscape for many years, while statutory recognition of our profession and the establishment of chiropractic education in the Netherlands remain important ambitions for the future.

Bringing this international conference to Utrecht provides a unique opportunity to learn from countries where chiropractic education and professional recognition are well established, and to strengthen dialogue with educators, researchers, healthcare professionals and policymakers.



I encourage you to exchange ideas, challenge assumptions, build new relationships and enjoy the international spirit of the WFC community.

Thank you for joining us. Together, through lifelong learning and collaboration, we can help shape a strong future for chiropractic education and our profession.

Welcome to Utrecht!

Karin Kaptein, BS(Chiro)
President of the Netherlands Chiropractors' Association (NCA)

Program at a Glance

Conference page link and registration: https://www.wfc.org/wfc-edconf-2026

Wednesday, October 14, 2026		
1:00 PM – 6:00 PM	Transit	Registration and exhibitor setup.
1:00 PM – 5:30 PM	Mission 1	Open joint meeting of the International Chiropractic Education Alliance (ICEA) and the International Chiropractic Regulatory Society (ICRS)
6:00 PM – 7:00 PM	Transit	Welcome Reception: for 2026 WFC Global Education Conference registrants
Thursday, October 15, 2026		
8:30 AM – 10:00 AM	Progress	The Journey of Lifelong Learning: Preparing the Future Workforce Keynote: Peter de Jong
10:00 AM – 10:30 AM	Transit	Networking break
10:30 AM – 12:00 PM	Progress	Overcoming Barriers to Lifelong Learning: How to Become Better Learners Keynote: Molly Meri Robinson Nicol
12:00 PM – 1:00 PM	Transit	Lunch
1:00 PM – 2:00 PM	Progress	Chiropractic Advances as a Healthcare Profession in the Netherlands: Current Place in Healthcare & Education
1:00 PM – 2:00 PM	Mission 1	Toolkit for Designing Implementable Interprofessional Learning Activities
1:00 PM – 2:00 PM	Mission 2	Chiropractic and Sports: Treatment and Biomechanics of the Lower Extremity and Effects on the Spine
1:00 PM – 2:00 PM	Quest	Education Research: Research Abstract Presentations 1
2:15 PM – 3:15 PM	Progress	Best Practices in Establishing Chiropractic Programs: Lessons from the Field
2:15 PM – 3:15 PM	Mission 1	Assessing Rehabilitation Competency with Standardized Patients: A Global Overview
2:15 PM – 3:15 PM	Mission 2	Women's Health and Chiropractic: Best Practices in Chiropractic Practice
2:15 PM – 3:15 PM	Quest	Education Research: Research Abstract Presentations 2
3:15 PM – 3:45 PM	Transit	Networking break
3:45 PM – 4:45 PM	Progress	Best Practices in Chiropractic Accreditation: The Future for Global Regions
3:45 PM – 4:45 PM	Mission 1	Designing Your Personal Learning System: How to Be a Better Lifelong Learner
3:45 PM – 4:45 PM	Mission 2	Chiropractic Care of Children and Adolescents: What to Know About Pediatric Care
3:45 PM – 4:45 PM	Expedition	Inclusion of Chiropractic in Healthcare in the Netherlands: A Political View
3:45 PM – 4:45 PM	Quest	Education Research: Research Abstract Presentations 3
5:00 PM – 6:00 PM	Progress	The Importance of Chiropractic Research in Universities: What Needs to Happen Next
5:00 PM – 6:00 PM	Mission 1	Lifelong Learning: How to Maximize Your Professional Development Plan
5:00 PM – 6:00 PM	Mission 2	Sports Chiropractic: Impact of Chiropractic Care on Athletes
5:00 PM – 6:00 PM	Quest	Education Research: Research Abstract Presentations 4
6:45 PM – 8:45 PM	**Off site**	**Social Reception at the Leeuwenbergh** (ticket purchase required)
Friday, October 16, 2026		
8:30 AM – 10:00 AM	Progress	Advancing Chiropractic Education Globally
10:00 AM – 10:30 AM	Transit	Networking break
10:30 AM – 12:00 PM	Progress	Chiropractic Education: Substance and Quality
12:00 PM – 1:00 PM	Transit	Lunch
1:00 PM – 2:00 PM	Progress	Boon or Bane? The Distance Learning Debate in Chiropractic Education
1:00 PM – 2:00 PM	Mission 1	How to Implement Continuous Quality Improvement in Chiropractic Practice
1:00 PM – 2:00 PM	Mission 2	How to Succeed in Practice: Improving Evidence Literacy for Chiropractors

Friday, October 16, 2026 (continued)		
1:00 PM – 2:00 PM	Quest	Education Research: Research Abstract Presentations 5
2:15 PM – 3:15 PM	Progress	Regional Expansion of Chiropractic Education: Lessons from the Field
2:15 PM – 3:15 PM	Mission 1	Maximize Your Program through Learning Management Systems and Curriculum Mapping
2:15 PM – 3:15 PM	Expedition	Leveraging World Spine Day to Grow Your Chiropractic Practice
2:15 PM – 3:15 PM	Mission 2	Chiropractic Care of Children and Adolescents: Excellence in Pediatric Care
2:15 PM – 3:15 PM	Quest	Education Research: Research Abstract Presentations 6
3:15 PM – 3:45 PM	Transit	Networking break
3:45 PM – 4:45 PM	Progress	Regulation Matters: A Discussion About the Myths and Facts of Regulation
3:45 PM – 4:45 PM	Mission 1	Pediatric Musculoskeletal Health: Nutrition and Physical Activity for Children in Chiropractic Practice
3:45 PM – 4:45 PM	Quest	Education Research: Research Abstract Presentations 7
5:00 PM – 6:00 PM	Progress	Accreditation Matters: A Discussion About the Myths and Facts of Accreditation
5:00 PM – 6:00 PM	Mission 1	Neurology for Chiropractic Practice: Neuroscience-Informed Clinical Decision-Making in Eye Movement Assessment
5:00 PM – 6:30 PM	Quest	Education Research: Research Abstract Presentations 8
7:30 PM – 10:00 PM	Mission 1	Netherlands Chiropractors' Association Membership Meeting (closed meeting)
Saturday, October 17, 2026		
8:30 AM – 10:30 AM	Progress	Future of Chiropractic: Improving the Lifelong Learning Journey for Chiropractors
10:30 AM – 11:00 AM	Transit	Networking break and Meet the Authors, Book Signing
11:00 AM – 12:00 PM	Progress	Chiropractic Excellence in Education and Presentation of the CERF-WFC Alan Adams Education Research Awards
12:00 PM – 1:00 PM	Transit	Lunch
1:00 PM – 3:00 PM	Progress, Mission 1 and 2	Lifelong Learning: Building a Consensus Statement for the Chiropractic Profession
1:00 PM – 3:00 PM	Quest	Practical Chiropractic Applications of Functional Testing: Bodyweight Squat as a Movement Screen for Patients
1:00 PM – 3:00 PM	Expedition	Diagnostic Imaging Pearls and Practice for Chiropractors
3:00 PM – 3:30 PM	Transit	Networking break
3:30 PM – 4:30 PM	Progress	Lifelong Learning for the Chiropractic Profession: What Lessons Have We Learned?

Everyone who is registered can go to any open session
Plenary = aimed at the interest of everyone
Breakout session = aimed at those interested in education
Breakout session = aimed at those in chiropractic practice

Orange font – these sessions are offered specially to advance chiropractic in the Netherlands. All are encouraged to attend these sessions except for the closed meeting on Friday evening.

Online program QR and URL https://www.brighthall.com/2026wfcedconf

What is the World Federation of Chiropractic?

The World Federation of Chiropractic (WFC) is a global not-for-profit organization that exists to support, empower, promote, and advance chiropractors and the chiropractic profession. We have national association members representing over 90 countries in 7 world regions, and as an Non-State Actor in Official relations with the World Health Organization, we are committed to supporting public health initiatives and advancing spinal health and wellbeing through our activities.

The WFC is funded through member dues and the generous support of corporate partners and individual sponsors. This support enables us to be the global voice of the profession, to work with our national association members and to promote high standards of conduct, research, education and practice.

Over 100,000 chiropractors are changing lives every day through their work. Through the WFC we want to support these chiropractors in helping their patients to live happier, healthier and more active lives.

WFC Vision

A world where all people, of all ages, in all nations have access to evidence-based, people-centered, interprofessional and collaborative chiropractic services so that populations can thrive and reach their full potential.

WFC Purpose

To advance awareness, utilization, and integration of chiropractic internationally.

WFC Strategic Objectives

1. **Create stakeholder value** - We will identify needs and expectations of member national associations and help to deliver workable and measurable solutions that drive growth and sustainability.
2. **Promote professional consistency** - We will work to promote consistency in areas of education, professional identity, service provision, and meeting expectations of patients and the public.
3. **Ensure financial sustainability** - We will achieve financial sustainability through a focus on maximizing and diversifying revenue streams without over-reliance on dues income.
4. **Achieve equitable workforce distribution** - We will invest in those geographic areas where chiropractic is under-represented and work with local providers to strengthen the health workforce.
5. **Maximize operational efficiency** - To ensure the delivery of best value for member national associations, we will streamline operations and recruit to maximize expertise and capacity.

What is the Netherlands Chiropractors' Association?

The Netherlands Chiropractors' Association (NCA) was founded in 1975 with the aim of uniting qualified chiropractors in the Netherlands into a professional organization. The NCA serves its members and, in addition, monitors the quality of chiropractic care provided by our members in the interest of patients. The NCA strives for the growth and recognition of chiropractic in the Netherlands, where the chiropractor is regarded as the expert in conservative care for the spine and the rest of the musculoskeletal system. In doing so, we aim to make a sustainable contribution, in an effective and cost-effective manner, to reducing the societal burden resulting from neck and lower back complaints.

The NCA was founded on July 9, 1975, with 8 chiropractors in the Netherlands. The NCA now has more than 300 members. The association is committed to chiropractic care according to the highest quality standards. The NCA represents the interests of its members through active communication with health insurers, politicians, and other stakeholders. The NCA maintains close contacts with other European professional associations, the ECU, and various training institutes.

50 NCA Nederlandse Chiropractoren Associatie



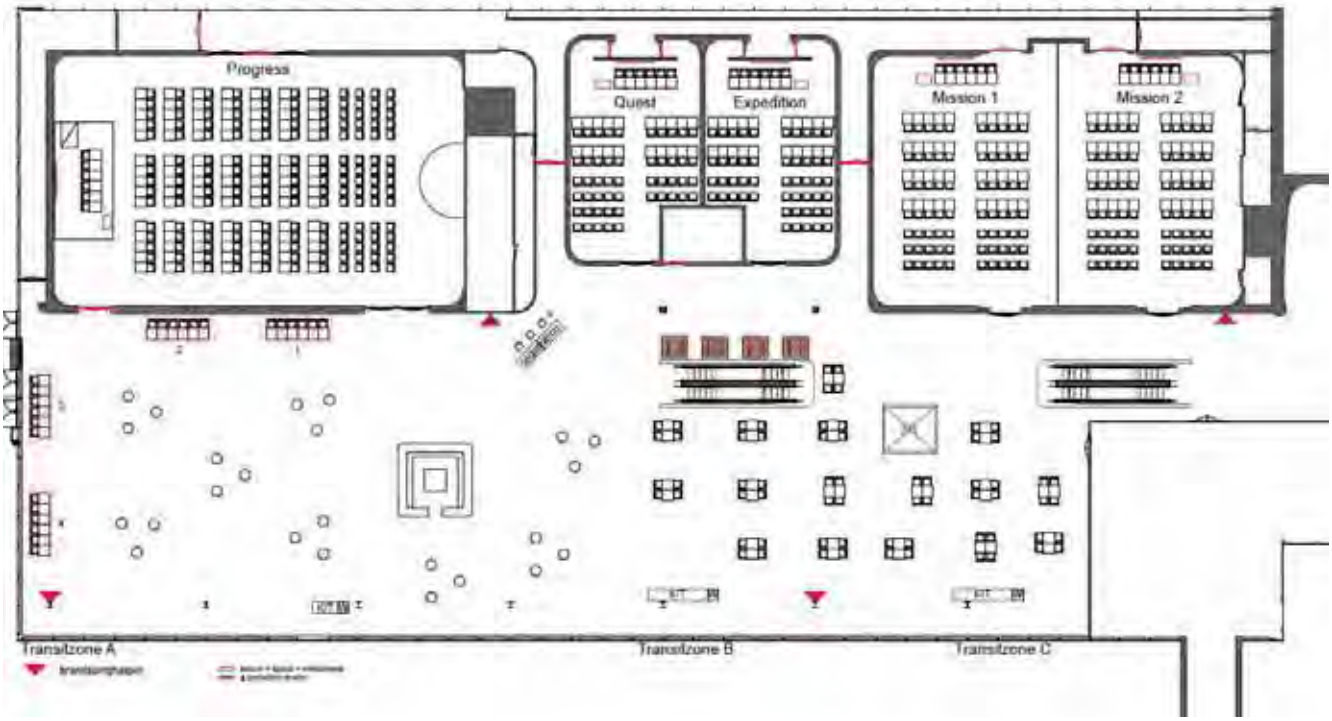
Conference Venue

Royal Dutch Jaarbeurs

The perfect location for a fabulous conference. Founded in 1916, Royal Jaarbeurs has stayed true to its mission for over a century. Today, that same pioneering spirit drives everything they do. As one of the Netherlands' leading event venues, Royal Jaarbeurs organizes and hosts an impressive range of (international) events — from meetings, workshops, and training sessions to conferences, corporate gatherings, award ceremonies, large-scale exhibitions, and trade fairs. With its state-of-the-art facilities, strategic location and exceptional service, Jaarbeurs is the perfect setting for the WFC's Global Education Conference



Floorplan and Map



Social Event

We warmly invite you to join us for the 2026 WFC Global Education Conference Social Event on Thursday, October 15, from 6:45 PM to 8:45 PM, at the historic Leeuwenbergh in Utrecht. This special evening is an opportunity to step away from the conference sessions, relax, and connect with colleagues and friends from around the world. Enjoy heavy hors d'oeuvres, wine, beer, and non-alcoholic beverages while exchanging ideas, making new connections, and continuing the conversations inspired by the conference. The intimate historic setting near Utrecht's Museum Quarter and canals will provide a memorable backdrop for the evening. Whether you come to reconnect with longtime colleagues or meet someone new, we hope you will make this social event part of your WFC Global Education Conference experience. We look forward to spending a wonderful evening together in Utrecht!



Thank you to our Sponsors

The WFC Global Education Conference is made possible through the generous support of our sponsors. We are deeply grateful to the organizations and partners whose commitment helps bring this international community together.

Sponsor support makes a difference. A successful global conference requires much more than a strong educational program. It depends on the resources needed to create welcoming meeting spaces, provide technology and audiovisual support, encourage meaningful networking, and make participation as accessible as possible for delegates worldwide.

Our sponsors help make this possible. Through financial contributions, in-kind support, and partnership, sponsors help reduce the substantial costs of delivering a high-quality international conference. Their generosity allows us to focus on what matters most: bringing together educators, researchers, administrators, regulators, practicing chiropractors, students, and other leaders to learn from one another and help shape the future of chiropractic education.

Sponsorship represents something greater. It reflects a shared belief in education, professional growth, research, collaboration, and lifelong learning. By supporting this conference, our sponsors invest in the people and ideas that will advance chiropractic education and strengthen the profession worldwide.

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JCH Journal of Chiropractic Humanities

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We champion a future where innovation, evidence-informed practice and global collaboration elevate the chiropractic profession and expand access to whole-health care across communities and across continents.

Logan University is proud to stand with the World Federation of Chiropractic, as well as educators, clinicians, and thought leaders who are redefining what chiropractic can be and should be — more connected, more impactful, and more essential than ever.



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Scan to see how we've reimagined chiropractic education.

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Learning doesn't end at Graduation.

Chiropractic education for every stage of your journey.



For over 50 years, McTimoney College of Chiropractic has been educating chiropractors and creating opportunities for learning at every stage of a professional journey.

Whether you are beginning your career, looking for a change of direction, studying alongside work, or developing your expertise as a practising professional, we offer flexible routes into and through chiropractic education.

From undergraduate chiropractic programmes to postgraduate study, paediatrics and animal chiropractic, our programmes are designed to support learning throughout your career.

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CERF

Chiropractic Educators Research Forum

Essentials for Chiropractic Educators



The **Chiropractic Educators Research Forum (CERF)** is an online forum where chiropractic educators share insights and learn about research and scholarship.

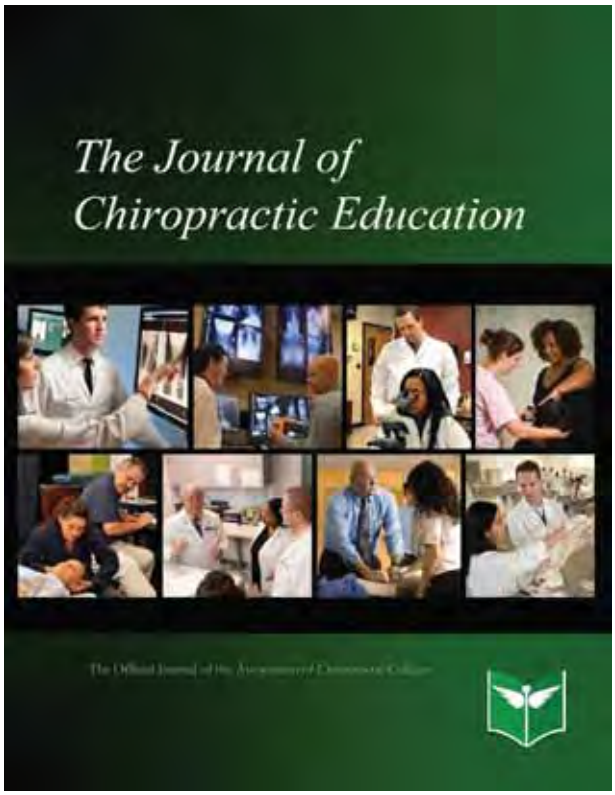
The CERF mission is to build scholarship and research capacity among chiropractic educators worldwide. In addition to building research capacity, these actions are aimed at supporting other conferences and education venues in the chiropractic profession.

Membership is free.
https://cerfweb.org/

Thank you to the Scientific Peer Review Committee

Research and scholarly presentations are a core component of this conference. The call for abstracts was distributed in November 2025, and submissions were due June 13, 2026. After abstracts were submitted and went through a rigorous peer-review process, the highest-quality abstracts were selected for presentation. The conference could not have been completed without the excellent work of the Peer Review Committee with representatives from Australia, Belgium, Canada, France, India, Malaysia, South Africa, Switzerland, United Kingdom, and United States. We thank the 47 members of the 2026 WFC Scientific Peer Review Committee for their excellent peer review of all submitted abstracts. Any reviewer who declared a conflict of interest or was an abstract author was recused from reviewing that abstract.

WFC Scientific Peer Review Committee



Ilija Arar, Ashlee Kates-Ascioti, Jeremy Barthels, Kara Burnham, David Byfield, Jerrilyn Cambron, Beth Carleo, Donna Cohen, Sophia da Silva-Oolup, Alister du Rose, Lindsay Gorrell, Brett Guist, Billie Harrington, Xiaohua He, Igor Himelfarb, Marius Hossu, Adrian Hunnisett, Fatima Ismail, Fiona Jarrett-Thelwell, Theodore Johnson, Martha Kaeser, Arnaud Lardon, Makani Lew, Craig Little, Brian McAulay, Hiwot Melka, Tom Michielsen, Betsy Mitchell, Daniel Moore, Sharne Naidoo, Laura O'Connor, Christopher Petrie, Kristina Petrocco-Napuli, Faizzuddin Razali, Katherine Reckelhoff, Robert M. Rowell, Timothy Stecher, Michael Swain, Parth Trivedi, Michael Tunning, Desiree Varatharajullu, Bret A. White, Mike Wiles, Rebekah Wilks, Yi Kai Wong, Christopher Yelverton, Kenneth Young. Manager of Peer Review: Claire Johnson. Peer Review Chair: Bart Green.

The abstract proceedings are published in the Journal of Chiropractic Education.

https://jce.kglmeridian.com/view/journals/ched/40/1/article-eJCE-26-26.xml

Objectives of the WFC Global Education Conference

This WFC Global Education Conference serves as the platform for advancing chiropractic education. Given the variance in regional education and regulations, there is a need for a unified vision for chiropractic education. This is the only global conference dedicated to chiropractic education and scholarship.

- *Knowledge exchange and dissemination*: To share and discuss the latest research findings, methodologies, and advancements within chiropractic education and training.
- *Networking and collaboration*: To create opportunities for education researchers, academics, and industry professionals to connect, build relationships, and form potential partnerships for future projects to support chiropractic education.
- *Professional development*: To offer workshops, panels, and seminars on skills such as grant writing, publishing strategies, career advancement, and new research methodologies to further advance chiropractic education.
- *Exposure to emerging trends in chiropractic education*: To showcase the newest research trends, technological advancements, and innovative approaches in chiropractic education.
- *Inspiring new education researchers*: To attract and inspire early-career professionals to pursue research in chiropractic education.
- *Updating stakeholders*: To inform clinicians, educators, patients, regulators, students, and other stakeholders about recent progress in research efforts and developments in chiropractic education.



Education Conference Overview

The World Federation of Chiropractic (WFC) was established in 1988. Representing national chiropractic associations in over 90 countries, the WFC serves as the global voice of the chiropractic profession within the international community. Since its inception, the WFC has championed the growth and advancement of chiropractic education worldwide. Today, there are over 50 chiropractic educational programs at institutions worldwide, reflecting the profession's significant international expansion and commitment to academic excellence. The WFC has identified the need for regular global gatherings to provide opportunities for networking, the sharing of best practices, and the promotion of consistency in chiropractic education worldwide.

- **Mission statement**: The WFC Global Chiropractic Education Conference is the world's premier event dedicated to chiropractic education and training. Through keynote presentations, plenary panels, workshops, and education research presentations, the conference brings together leaders and international experts to discuss and advance current and emerging trends in chiropractic education.

- **History**: The WFC's first international meeting concerned with chiropractic education was held in 1998 in Manila, Philippines. Since that time, the WFC Education Conferences have become premier events for showcasing innovation and collaboration in chiropractic education.

- **International Venues**: Locations are carefully selected to increase the impact the conference will have on amplifying the global voice for the chiropractic profession within the international community.

- **Target Audience**: The target audience includes those who are stakeholders for chiropractic education and training. These include educators, researchers, regulators, accreditors, businesses, practitioners, and anyone interested in improving chiropractic education. Stakeholders are invited to participate and gain fresh perspectives that will help to inform national and international development of the chiropractic profession.

- **Program format**: During the conference, delegates listen to and engage in conversations with renowned international experts in health care education and share best practices from around the world. During interactive workshops, participants develop skills and knowledge and obtain a better understanding of innovations in key areas of knowledge transfer and competencies.

The 2026 Theme: Lifelong Learning

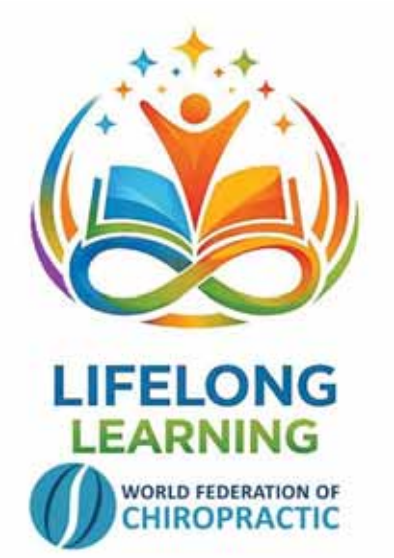
The World Federation of Chiropractic convenes a global chiropractic education conference biennially. The purpose of this conference, dedicated to chiropractic education and training, is to host regular global gatherings that provide opportunities for networking, sharing best practices, and promoting excellence in chiropractic education worldwide.

Through keynote presentations, plenary panels, workshops, education research presentations, networking opportunities, and consensus-building processes, the conference brings together leaders and international experts to discuss and advance current and emerging trends in chiropractic education.

Lifelong learning is "the process of gaining knowledge and skills throughout your life, often to help you do your job properly." (Cambridge dictionary) To maintain relevance, chiropractic education must keep pace with evolving science and public demands.

External demands require healthcare providers to continue learning and adapting as scientific evidence expands, multidisciplinary care integration increases, regulatory landscapes change, and the public demands evidence-based practices. Practitioners must continually develop their knowledge and skills to improve patient care.

Learning occurs by acquiring new knowledge of current and best practices that integrate clinical expertise, the best available scientific evidence, and patient values and preferences. By continuing to learn and advance their skills, chiropractors meet mandatory licensing requirements and remain adaptable in a changing healthcare field. Continued learning ultimately leads to better patient outcomes, professional growth, and career longevity. Therefore, ***lifelong learning*** was selected as the theme of the 13th WFC Global Education Conference, to be held in Utrecht, the Netherlands, from October 14 to 17, 2026.



About the logo for the conference

- A person is at the center representing chiropractors and chiropractic stakeholders, thus people-centered.
- The book represents knowledge and wisdom.
- The infinity symbol as the foundation, reminding us that learning is never-ending.
- Stars above represent guidance and enlightenment.
- The spectrum of colors encompasses the many chiropractic backgrounds and people who contribute to the entire chiropractic profession.

Consensus on Lifelong Learning

A consensus statement is generated from these conferences, which gather collective insights and strategic priorities to advance chiropractic education worldwide. These statements reflect the participants' shared understanding and address the conference theme's critical challenges and opportunities. The WFC selected a consensus process to encourage intra-professional collaboration and advance the science and education of chiropractic. By developing consensus statements, the WFC provides actionable guidance for institutions to shape the future of chiropractic education and training to meet the evolving needs of students, practitioners, and the communities they serve.

All conference attendees are invited to participate. Attendees are encouraged to contribute, but participation is not mandatory to attend the conference.

What is the Purpose of this Consensus Document?

The purpose of this consensus process is to identify core competencies essential for lifelong learning for members of the chiropractic profession, to describe what knowledge, skills, behaviors, and values should continue to develop throughout a career (thus requiring lifelong learning), and to recommend infrastructure and action steps to implement them.

Questions we will answer during the 2026 WFC Global Education Conference

1. For chiropractors, what core competencies are needed for lifelong learning?
2. What competencies should chiropractors continue to develop throughout their careers?
3. What infrastructure and resources are needed to support lifelong learning for chiropractors?

For the purpose of this study, we are using the following definitions.

Lifelong learning: Lifelong learning is the continuous, voluntary pursuit of knowledge and skills throughout an individual's life. It emphasizes the importance of education beyond traditional schooling, encompassing adult education, professional development, and personal enrichment. (UNESCO, https://www.unesco.org/en/query-list/l/lifelong-learning)

Knowledge: The theoretical and practical understanding of concepts, facts, information, and principles gained through formal education, training, or experience.

Skills: The learned, practical application of knowledge to perform specific physical, mental, or verbal tasks efficiently and effectively.

Behaviors: The observable actions, professional conduct, and attitudes an individual demonstrates in a role or workplace.

Values: The core beliefs, ethics, and principles that motivate an individual's character and guide their moral and professional choices.

Findings from round one of the modified Delphi process on lifelong learning.

112 Participants, listed alphabetical order by last name.

Ashura Abdul-Rasheed; South Africa
Joel Alcantara; Canada
Carlo Ammendolia; Canada
Ilija Arar; United States
Ayla Azad; Canada
Mirjam Baechler; Switzerland
Penny Bance; United Kingdom
Christine Bradaric-Baus; Canada
Jenny Brocker; United States
Danica Brousseau; Canada
David Byfield; United Kingdom
Martin Camara; Philippines
Joel Carmichael; United States
Mary Lee Carter; United States
Grand Choi; Canada
Billy Chow; Australia
henrik christensen; Denmark
Roland Claes; Belgium
Carl Cleveland III; United States
Donna Cohen; United States
Brian Coleman; United States
Shandi Connolly-King; Canada
Ryan Coster; Canada
Annemarie de Zoete; Nederland
Faye Deane; United Kingdom
Philip Dewhurst; United Kingdom
Igor Dijkers; Netherlands
Chantale Doucet; Canada
Christopher Fahs; United States
Amberly Ferguson ; United States
Martin Fleming; United States
Gabriela Flores; Guatemala
Tammy Fogarty; United States
Marina Fox; New Zealand
Jean-Luc Gauthier; Canada
Dominic Giuliano; Canada
Beverly Gooden; United States
Lindsay Gorrell; Switzerland
Bart Green; United States
Brett Guist; Canada
Lesley Haig; United Kingdom
Navine Haworth; Australia
David Hayes; Canada
Igor Himelfarb; United States
Sune Hougaard; Denmark
Sandra Hughes ; United States
Russ Iwami; United States
Sarah Thurøe Jensen; Danmark
Claire Johnson; United States
Anna Jonasson; Sweden
Filipe Kampf Florence; Netherlands
Karin Kaptein; Nederland
Ashlee Kates-Ascioti; United States
Carolina Kolberg; Brasil
Mark Labrecque; Canada
Olivier Lanlo; France
Evan Leggett; Netherlands
Craig Little; United States
Danella Lubbe; South Africa
Monique Lyons; United States
Wanda Lee MacPhee; Canada
Celia Maguire; United States
John Maltby; United States
Talitha Marx; Netherlands
Sherry McAllister; United States
Marinus Michael; United Kingdom
Tom Michielsen; Belgium
JaHyeon Min; Malaysia
Daniel Moore; United Kingdom
Anne Marie Munson; United States
Lia Nightingale; United States
Brian Nook; Australia
Espen Ohren; Norway
James Oldham; England
Rémi Ouellette; Canada
Isabelle Pagé; Canada
Anna Papadopoulou; Cyprus
Jaipaul Parmar; Canada
Charles-olivier Pelletier; Canada
Christopher Petrie; United States
Kristina Petrocco-Napuli; United States
Nic Poirier; United States
Ralf Riddarhäll; Sweden
Molly Meri Robinson Nicol; Switzerland
Bart Roosenberg; Netherlands
Sidney Rubinstein; Netherlands
John Scaringe; United States
Timo Schmidt; Germany
Michael Schneider; United States
Niels Schott; Netherlands
Gary Schultz; United States
Mayda Serrano Alvira; Puerto Rico
Stuart Smellie; United Kingdom
Subash Srivastav; Malaysia
Mark Stamper-Webster; United Kingdom
David Starmer; Canada
Cliff Tao; United States
Patricia Tavares; Canada
H Garrett Thompson; United States
Thomas van den Hof; Netherlands
Brenda Van der Vossen; Netherlands
Linda van Viegen; Netherlands
Noe Velazquez; Mexico
Darrell Wade; Canada
John Ward; United States
Michael Wiles; United States
Rebekah Wilks; United States
Erik Wolters ; Netherlands
Yi Kai Wong; Malaysia
Marcia Wozencroft; Netherlands
Christopher Yelverton; South Africa
Ken Young; Australia

Four questions asked respondents to “Select your response for each lifelong learning knowledge competency. For each item, select whether you strongly agree, agree, disagree, or strongly disagree. You must provide one response for each item.”

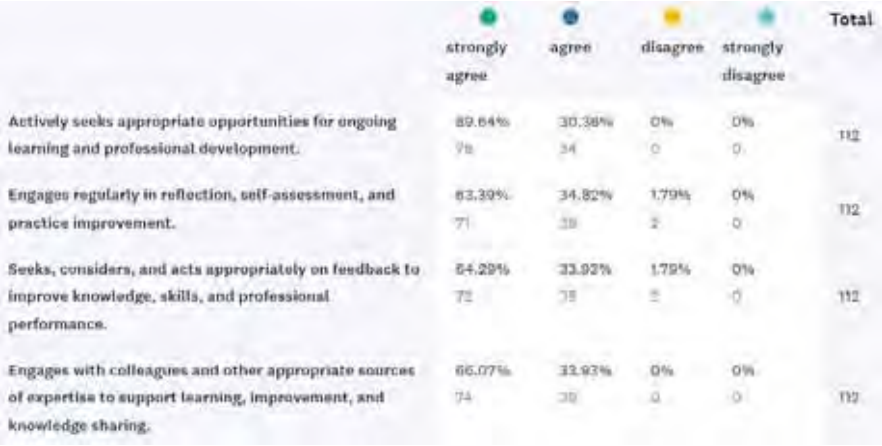
Lifelong Learning Knowledge Competencies

	strongly agree	agree	disagree	strongly disagree	Total
Understands approaches to decision-making when evidence is limited, conflicting, uncertain, or evolving.	75.00% 84	24.11% 27	0% 0	0.89% 1	112
Understands professional, ethical, and regulatory expectations for maintaining and developing competence throughout one's career.	80.36% 90	18.75% 21	0% 0	0.89% 1	112
Understands the evolving body of knowledge relevant to chiropractic practice.	77.68% 87	20.54% 23	1.79% 2	0% 0	112
Understands the principles of chiropractic, including informed clinical and professional decision-making.	80.36% 90	18.75% 21	0.89% 1	0% 0	112

Lifelong Learning Skills Competencies

	strongly agree	agree	disagree	strongly disagree	Total
Develops and implements appropriate strategies to address identified learning needs.	53.57% 60	43.75% 49	2.68% 3	0% 0	112
Applies relevant learning to practice and evaluates its impact on professional performance and patient care.	68.75% 77	31.25% 35	0% 0	0% 0	112
Determines whether learning resulted in changes in knowledge, performance, patient care, or professional practice.	59.82% 67	40.18% 45	0% 0	0% 0	112
Engages in learning through peers, consultation, interprofessional interaction, teaching, mentoring, and sharing knowledge.	63.39% 71	33.93% 38	2.68% 3	0% 0	112
Identifies gaps in one's knowledge, skills, performance, and professional competence and determines appropriate learning needs.	72.32% 81	26.79% 30	0.89% 1	0% 0	112
Establishes priorities or goals and selects appropriate learning strategies.	56.25% 63	40.18% 45	3.57% 4	0% 0	112
Locates, critically appraises, and interprets relevant and credible information.	63.39% 71	34.82% 39	1.79% 2	0% 0	112
Integrates the best available evidence, clinical expertise, and patient values, preferences, and circumstances in decision-making.	74.11% 83	24.11% 27	1.79% 2	0% 0	112

Lifelong Learning Behavior Competencies



	strongly agree	agree	disagree	strongly disagree	Total
Actively seeks appropriate opportunities for ongoing learning and professional development.	69.64% 78	30.36% 34	0% 0	0% 0	112
Engages regularly in reflection, self-assessment, and practice improvement.	63.39% 71	34.82% 39	1.79% 2	0% 0	112
Seeks, considers, and acts appropriately on feedback to improve knowledge, skills, and professional performance.	64.29% 72	33.93% 38	1.79% 2	0% 0	112
Engages with colleagues and other appropriate sources of expertise to support learning, improvement, and knowledge sharing.	66.07% 74	33.93% 38	0% 0	0% 0	112

Lifelong Learning Value Competencies



	strongly agree	agree	disagree	strongly disagree	Total
Recognizes that professional knowledge and practice evolve throughout one's career and values remaining current.	75.89% 85	24.11% 27	0% 0	0% 0	112
Accepts responsibility and accountability for maintaining and developing professional and ethical competence.	80.36% 90	18.75% 21	0.89% 1	0% 0	112
Values self-awareness, intellectual humility, and recognition of the limits of one's own knowledge and competence.	75.89% 85	23.21% 26	0.89% 1	0% 0	112

Summary of round one competencies for lifelong learning.

Overall, the results indicate a strong consensus among respondents in support of lifelong learning competencies across knowledge, skills, behaviors, and values.

Lifelong Learning Knowledge (Q6) Respondents overwhelmingly agreed or strongly agreed with all knowledge competencies. For example, 77.68% strongly agreed and 20.54% agreed that they understand the evolving body of knowledge relevant to chiropractic practice. Weighted average scores for all items were low, indicating strong agreement.

Lifelong Learning Skills (Q7) Most respondents strongly agreed or agreed with all skills competencies. For instance, 72.32% strongly agreed and 26.79% agreed that they identify gaps in their knowledge and determine learning needs. Weighted average scores ranged from 1.29 to 1.49, showing strong agreement.

Lifelong Learning Behaviors (Q8) High levels of agreement were seen for all behavior competencies. For example, 69.64% strongly agreed and 30.36% agreed that they actively seek opportunities for ongoing learning. Weighted average scores were between 1.3 and 1.38.

Lifelong Learning Values (Q9) Respondents strongly agreed or agreed with all value competencies. For example, 75.89% strongly agreed and 24.11% agreed that they value remaining current as professional knowledge evolves. Weighted average scores were around 1.21 to 1.25.

Thank you to the WFC Global Education Conference Advisory Committee

Advisory Committee: 32 international academic leaders were invited and agreed to serve on the advisory committee, 8 others declined or did not reply. 12 countries are represented: Australia, Belgium, Brazil, Canada, Malaysia, the Netherlands, the Philippines, Puerto Rico, South Africa, Spain, the United Kingdom, and the United States. **We thank the committee members for their excellent guidance and input, and for helping make this conference a success.**

Listed alphabetically by country



Terry Crisp, BAppSc(Chiro); Council on Chiropractic Education Australasia
Australia
Terry Crisp has been involved in Chiropractic accreditation for twenty years, with roles ranging from Site Evaluation Team Member, Accreditation Committee Member, and Board Director, to his current position as Chair of the Council on Chiropractic Education Australasia. He has served as President of the Council on Chiropractic Education International. This Council has representatives from Accreditation Authorities worldwide. Terry Crisp has served as Chair of the Health Professions Accreditation Collaborative Forum. He maintains his general registration as a Chiropractor in Australia.



Kenneth Young, DC, MAppSc, PhD; Victoria University
Australia
Kenneth Young is an Associate Professor at Victoria University in Melbourne, Australia, where he is currently developing a new chiropractic course. Before his current role, Ken worked at institutions in the USA and UK, as well as at Murdoch University in Perth, Australia. He earned his PhD in 2018 and is a Diplomate of the American Chiropractic Board of Radiology and a Fellow of the Higher Education Academy (UK). His research interests include mechanisms of manipulation, professionalism, and knowledge translation.



Tom Michielsen, MSc(Chiro), MD; Dutch Belgian Institute of Chiropractic
Belgium
Tom Michielsen is Director of the Dutch-Belgian Research Institute of Chiropractic. He teaches GEP students for the Belgian Chiropractic Union (BCU) and the Nederlandse Chiropractie Associatie (NCA) and serves on the Academic Advisory Council of ECCRE. His previous leadership roles include Chairman of the European Academy of Chiropractic and Chairman of the BCU GEP Committee. He is actively involved in advancing chiropractic education, research, and academic standards across Europe. He holds a Degree of Medicine from the Catholic University of Leuven and a Master of Science in chiropractic from AECC.



Carolina Kolberg, BSc(Chiro), PhD; University Feevale
Brazil
Carolina Kolberg has a PhD in Biological Sciences (Physiology) from the Federal University of Rio Grande do Sul. Her research focuses on the neurophysiology of pain and the physiological effects of chiropractic treatment, particularly the antioxidant and analgesic effects of HVLA spinal manipulation. Her work has been published in peer-reviewed journals and presented at national and international scientific conferences. She is involved in clinical practice, teaches chiropractic science and clinical approach at University Feevale, conducts research, and holds leadership roles in chiropractic education and research organizations.



Daniel Facchini, BSc(Chiro), MSc; Centro Universitário Gama e Souza (Unigama)
Brazil
Daniel Facchini received a bachelor's degree in Chiropractic from Feevale, ICSSD from New York Chiropractic College, and an MSc in Biosciences and Rehabilitation. He has been involved in planning and developing three chiropractic programs, with two additional programs currently underway. He worked as a professor for 11 years, teaching at five Brazilian institutions.



David O. Hayes, DC; Université du Québec à Trois-Rivières
Canada
David Hayes is a 1992 graduate of Canadian Memorial Chiropractic College and joined the teaching faculty of the University of Quebec in Trois-Rivières in 1996. He was responsible for creating the first publicly funded Chiropractic Graduate program in Canada. He served for 12 years on the executive of the Federation of Canadian Chiropractic (FCC) and served as its President for 5 years. In 2019, the University's Board of Governors reappointed him as Director of UQTR's Chiropractic Department. His special interests include chiropractic education, regulation, and accreditation.



David Starmer, BSc, DC, MHS; Canadian Memorial Chiropractic College
Canada
David Starmer is a Director of Education at the Canadian Memorial Chiropractic College and a former Education Coordinator for its simulation lab. He holds a chiropractic degree, a master's in health studies, and a certificate in healthcare simulation education. Renowned for his leadership, he has chaired CMCC's Faculty Council, served multiple terms on his provincial regulatory college's board, and served one term as President. He is actively engaged in research on spinal manipulation training and simulation education. He has developed a chiropractic simulation training system that has been adopted worldwide.



Henrik Wulff Christensen DC, MD, PhD; Chiropractic Knowledge Hub
Denmark
Henrik Wulff Christensen is a seasoned healthcare professional with over 35 years of experience, specializing in clinical practice, clinical research, and evidence-based methodologies. Since 2009, he has served as the Director and Head of Research at the Chiropractic Knowledge Hub. Henrik holds a Doctor of Chiropractic degree, a Doctor of Medicine degree, and a PhD. He has been instrumental in bridging the gap between the chiropractic and medical professions, exemplified by his leadership in relocating the Chiropractic Knowledge Hub to the University of Southern Denmark's main campus in 2013.



Yi Kai Wong, BSc Chiro, MSc PH; IMU University
Malaysia
Yi Kai Wong is a Senior Lecturer in Chiropractic at IMU University, Malaysia, and President of the Association of Chiropractic Malaysia. He is involved in chiropractic education, regulation, and research at national and international levels. He serves on the WFC Public Health Committee and has held leadership roles in professional and regulatory bodies in Malaysia. His research focuses on ethics and professional regulation in chiropractic practice. He is committed to advancing evidence-informed chiropractic education and strengthening professional standards through lifelong learning.



Karin Kaptein, BS(Chiro); Netherlands Chiropractors' Association
Nederland
Karin Kaptein graduated in 1995 from the Anglo-European College of Chiropractic (AECC), which is now part of Health Sciences University. She has served as the president of the Netherlands Chiropractors' Association since 2023. She has been in private practice since 1995.



Sidney Rubinstein, DC, PhD; Vrije Universiteit, Amsterdam
Nederland

Sidney Rubinstein is an endowed professor at the Vrije Universiteit (VU), Amsterdam, the Netherlands. He completed his chiropractic education at the Los Angeles College of Chiropractic in 1992 and was awarded his PhD in 2008 from the VU, Amsterdam. His area of expertise is systematic reviews & meta-analyses, and his research interests include the effectiveness and cost-effectiveness of MSK conditions. His teaching responsibilities include supervision of BSc and MSc internships, as well as PhDs and lectures at all levels of academia (BSc, MSc, and post-doctoral PhD).



Martin Camara, DC; Camara Institute of Chiropractic Sciences
Philippines

Martin Camara has 33 years of clinical experience and is the Founder and Clinic Director of Intercare, one of the Philippines' leading chiropractic clinics, and the founder of the Camara Institute for Chiropractic Sciences, the first modern chiropractic institution in the Philippines, delivering internationally benchmarked chiropractic education. He also established Hands for Vitality, providing free care to underserved communities, reflecting his commitment to healthcare accessibility. Martin Camara serves on the Board of Trustees of the Philippine Institute of Traditional and Alternative Healthcare (PITAHC).



Waleska Crespo Rivera, BSN, MHSA, DrPH; Universidad Central del Caribe
Puerto Rico

Waleska Crespo-Rivera serves as President of CMAR-NO, a Councilor of the Council on Chiropractic Education, and a peer reviewer for MSCHE. She holds a bachelor's degree in nutrition and dietetics, a master's degree in health services administration, and a Doctorate in Public Health with a concentration in Health Systems Analysis and Management from the University of Puerto Rico. Her scholarly work includes health systems research, chiropractic education, and participation in the WHO Working Group on Chiropractic Training Benchmarks.



Christopher Yelverton, PhD, MTech (Chiro); University of Johannesburg
South Africa

Christopher Yelverton is an Associate Professor in the Department of Chiropractic, Faculty of Health Sciences at the University of Johannesburg. He holds a Master of Technology in Chiropractic, a Postgraduate Diploma in Business and Finance for Medical Professionals, and a PhD from the University of Witwatersrand. He is also a Fellow of the Royal College of Chiropractors and earned an International Chiropractic Sport Science Diploma. In 2022, he was awarded Honorary Life Membership by the Chiropractic Association of South Africa.



Ricardo Fujikawa, MD, DC, MSc; Fujitega Research Foundation
Spain

Ricardo Fujikawa is a medical doctor and chiropractor. He is an adjunct faculty member at Southern California University of Health Sciences (SCUHS) and at McTimoney College of Chiropractic Madrid. He is co-founder of Fundación Fujitega, a non-profit organization dedicated to promoting research and evidence-informed practice in chiropractic and neuromusculoskeletal health.



David Byfield, BSc(Hons), DC, MPhil; Welsh Institute of Chiropractic, University of South Wales
United Kingdom

David Byfield has been in chiropractic practice and education since 1979, having graduated from CMCC. He worked at 3 educational institutions AECC, CMCC and the Welsh Institute of Chiropractic at the University of South Wales since 1998. He is Head of Clinical Services and oversee clinical placement education. He has served on the General Chiropractic Council for 12 years, involved in the EAC at the ECU, member of the Faculty of Education at the Royal College of Chiropractors, Chair of the Special Interest Group Clinical Chiropractic, and has published several educational texts regarding spinal manipulation.



Christina Cunliffe, BSc(Hons), DipChiro, PhD; McTimoney College of Chiropractic
United Kingdom

Christina Cunliffe is a Chartered Biologist, a Fellow of the Royal Society of Biology and the Royal College of Chiropractors. She served on the General Chiropractic Council and its Education Committee. She was also Dean of the School of Health at BPP University. She now leads the College of Health, an independent higher education institution accredited by the UK Higher Education Regulator. She has been awarded a full Professorship by a public University, an Honorary Doctorate in Healthcare Leadership and an OBE for services to Healthcare Education.



Philip Dewhurst, EdD, MChiro, MSc, BSc; Health Sciences University
United Kingdom

Philip Dewhurst is Associate Professor of Health Education at Health Sciences University and Director of Academic Affairs for the Royal College of Chiropractors. A former Head of AECC School of Chiropractic and member of the General Chiropractic Council Education Committee, he has contributed to UK and international educational and regulatory standards and initiatives. He is a Fellow of the Higher Education Academy and Royal College of Chiropractors Education Faculty, and Editor of the Journal of Learning and Teaching in Health Education.



Daniel Moore, BSc(Hons), Mchiro; Health Sciences University
United Kingdom

Daniel Moore is the Head of School for the AECC School of Chiropractic at Health Sciences University in the UK. He is a National Teaching Fellow, ECR, and holds a portfolio of roles, including being Vice President for World Spine Care (Europe), an Education Committee Member for the UK regulator, the GCC, and chair of the Royal College of Chiropractors Education Faculty.



Stuart Smellie, BSc, DipChiro; The Royal College of Chiropractic
United Kingdom

Stuart Smellie is the President of the Royal College of Chiropractors, following 15 years as the RCC Director of Academic Affairs, during which he collaborated with regulators, educators, and the wider chiropractic profession to improve the quality of chiropractic care, particularly at a postgraduate level. He is the lead author of the RCC Quality Standards and oversees the RCC Practice Standards. He chairs the UK Forum of Chiropractic Deans, serves as a GCC Registration Assessor, and works as an expert witness. He has been in clinical practice for 35 years and managed a group of award-winning clinics.



Deb Bushway, PhD; Northwestern Health Sciences University
United States

Deb Bushway is the President and CEO of Northwestern Health Sciences University. She pioneered the implementation of a competency-based, direct assessment program and served as Senior Advisor for Innovation in the Office of the Undersecretary at the US Department of Education in Washington, DC. She was educated in a scholar-practitioner model and practiced as a psychologist for over 20 years. She has over 30 years of experience in higher education and has authored articles, book chapters, and conference presentations throughout her career.



Carl Cleveland III, DC; Cleveland University-Kansas City
United States

Carl S. Cleveland III is President of Cleveland University–Kansas City, with its College of Chiropractic and College of Health Sciences and is a fourth-generation chiropractor and grandson of the University founders, C.S. Cleveland Sr. and Ruth R. Cleveland. He has served in leadership roles across the profession, including the Association of Chiropractic Colleges and the Council on Chiropractic Education. A proud member of the ACA, the ICA, and the ABCA, he is an author, lecturer, a champion of chiropractic and higher education, and a faculty member for over 50 years.



Donna Liewer Cohen; International Chiropractic Regulatory Society

Donna (Liewer) Cohen serves as volunteer executive director of the ICRS. She is a Phi Beta Kappa scholar and honors graduate of Colorado College. In her career with ICRS, FCLB, and NBCE, she has dedicated nearly four decades to public protection and chiropractic "mobility with accountability." She directed the creation of the CIN-BAD online system of public board actions, other credentialing databases, the PACE program (national approval of continuing education programs for relicensure by US state government agencies), and the CCCA (US national certification of chiropractic clinical assistants).



Brian Coleman, DC, MHS; Yale School of Medicine
United States

Brian C. Coleman is an Assistant Professor of Emergency Medicine and Biomedical Informatics at the Yale School of Medicine and Assistant Professor of Biostatistics at the Yale School of Public Health. He completed his chiropractic education at the University of Bridgeport, postdoctoral fellowship training in medical informatics at the VA Connecticut Healthcare System and Yale School of Medicine, and a master's in health sciences from the Yale School of Medicine. He integrates biomedical informatics and implementation science to study nonpharmacologic interventions for musculoskeletal pain.



Bart Green, DC, MSEd, PhD; National University of Health Sciences
United States

Bart Green has practiced as a chiropractor since 1992 and is on staff at one of Southern California's largest hospital systems: Scripps Health. He is a Lecturer at the National University of Health Sciences. He has served as the Editor-in-Chief of the Journal of Chiropractic Education for 20 years. He has served on the faculty at three chiropractic colleges. Bart has served as a research mentor for VA chiropractic residents, academics, and clinicians. He is a founding member of the Chiropractic Educators Research Forum.



Jason Jaeger, DC; National Board of Chiropractic Examiners
United States

Jason O. Jaeger is a past President and Chair of the Nevada Chiropractic Physicians Board and currently serves as Vice President and Board Member of the National Board of Chiropractic Examiners. Jason Jaeger is a Board Member of the World Federation of Chiropractic and serves on the Executive Committee of the International Chiropractors Association. He is the patent holder of chiropractic rehabilitation equipment through Universal Traction Systems, Inc. He is the Founder and CEO of Advanced Spine and Posture, a multidisciplinary medical, physical therapy, and chiropractic group.



Claire Johnson, DC, MSEd, PhD; National University of Health Sciences
United States

Claire Johnson is a Professor at the National University of Health Sciences and serves as editor-in-chief of three scientific journals. She provides chiropractic care for Scripps Health Inpatient Providers Medical Group at the Qualcomm Health Center in San Diego, CA, USA. Her degrees include a Doctor of Chiropractic, a master's in health professions education, and a PhD in Public Health Epidemiology. She chairs the Public Health Committee of the World Federation of Chiropractic and provides volunteer services for the Chiropractic Educators Research Forum.



Craig Little, DC, MEd, EdD; Council on Chiropractic Education
United States

Craig S. Little is the President and CEO of the Council on Chiropractic Education. He has a Bachelor of Science in Biology and a Doctor of Chiropractic Degree from the Southern California University of Health Sciences, a master's degree in educational leadership from Chapman University, and a Doctor of Education from Creighton University. He served as President of the California Chiropractic Association and in roles with state and national chiropractic organizations. He serves as Chair of the Association of Specialized and Professional Accreditors.



John Maltby, DC; World Federation of Chiropractic
United States
John Maltby currently serves as Interim Secretary General of the World Federation of Chiropractic. He graduated from Palmer College of Chiropractic in Davenport in 1977 and has served as President of the World Federation of Chiropractic and the International Chiropractors Association. He has lectured at various chiropractic colleges and provided continuing education on ethical practices and clinical documentation. He has practiced clinically in Blythe, California, since 1978.



Brian McAulay, BCom, DC, PhD; Life University
United States
Brian McAulay has thirty years of service as president and executive vice president at chiropractic colleges and multi-campus healthcare university systems. He is a Fellow of the American Council on Education and has chaired regional accreditation site teams. He has served as Chair of the Association of Chiropractic Colleges and the CCE Admission Standards Committee, Board member for New Zealand College of Chiropractic and Life University, and as an independent higher education consultant for Boards and chancellors.



Kristina Petrocco-Napuli, DC, MS, DHPE; Whole Health Care Solutions
United States
Kristina Petrocco-Napuli is the Chief Executive Officer of Whole Health Care Solutions. She is a chiropractor, educator, and passionate advocate for women's health. She is the Founding President of the ACA Council on Women's Health and has lectured extensively on women's health topics worldwide. She brings decades of clinical, academic, and leadership expertise to advancing women's health in chiropractic.



Gary Schultz, DC; University of Western States
United States
Gary Schultz received his Doctor of Chiropractic degree from the National College of Chiropractic and completed his radiology residency at the Los Angeles College of Chiropractic, achieving Diplomate status with the American Chiropractic Board of Radiology. He is a professor of clinical sciences in the chiropractic program at the University of Western States, where he focuses his teaching on evidence-based practice skills. He has published scholarly articles and book chapters in diagnostic imaging, ethics, chiropractic education, and professionalism.



Rebekah Wilks, DC; World Federation of Chiropractic
United States
Rebekah Wilks is Secretary-General Designate of the WFC and Chair of the World Rehabilitation Alliance's Workforce Workstream. She previously served as WFC Director of Strategy & Policy, Co-Chair of World Spine Day, and practiced in the US Department of Veterans Affairs with four adjunct clinical faculty appointments. Rebekah earned her Doctor of Chiropractic from the University of Western States summa cum laude and completed internships with the President's Commission on White House Fellowships and the U.S. Senate.



Michael Wiles, DC, MEd, MS, EdD; University of Pittsburgh
United States
Michael Wiles is a Professor and Associate Director for the chiropractic program at the University of Pittsburgh. He earned a Doctor of Chiropractic degree from Canadian Memorial Chiropractic College, a master's degree in education from Brock University, a Master of Science in medical education from the University of New England, and a doctorate in education from the University of Liverpool. His experience includes teaching and academic leadership at multiple chiropractic educational institutions over a 50-year career.

Speakers, Moderators, and Session Leaders

The following are participating in the program, listed alphabetically by last name.



Ashura Abdul-Rasheed, MTech(Chiro), PhD; University of Johannesburg, South Africa

Abdul-Rasheed is a chiropractic academic, clinician, and lecturer at the University of Johannesburg Chiropractic Department. She holds a PhD in Health Sciences and a master's in chiropractic. Her work focuses on integrating chiropractic into public health systems and advancing musculoskeletal education. An NRF-funded researcher, she supervises postgraduate students and contributes to international scholarship. Licensed in South Africa and Qatar, she brings international clinical experience into her teaching and research, advancing evidence-informed, integrative practice.



Joel Alcantara, DC, PhD; International Chiropractic Pediatric Association, United States

Joel Alcantara serves as the Research Director for the International Chiropractic Pediatric Association, where he spearheaded the Practice-Based Research Network. His research focuses on pediatric chiropractic and chiropractic pregnancy care with an emphasis on safety and quality of life.



Carlo Ammendolia, DC, MSc, PhD; University of Toronto, Canada

Carlo Ammendolia is the Director of the Spine Clinic and the Spinal Stenosis Program at Mount Sinai Hospital in Toronto, Canada. He is an Assistant Professor in the Department of Surgery and the Institute of Health Policy, Management and Evaluation at the University of Toronto, has been in clinical practice for 45 years, and combines clinical practice, research, and teaching in degenerative spinal stenosis.



Ilija Arar, DC MS; Northeast College of Health Sciences, United States

Ilija Arar is a professor in the Department of Foundational Sciences and chair of the Principles of Healthcare Practice Department at Northeast College of Health Sciences.



Ayla Azad-Narda, DC, MBA; Canadian Chiropractic Association, Canada

Ayla Azad has been a Chiropractor for 30 years. She is the CEO of the Canadian Chiropractic Association. She served as the CCA's chief experience officer and director of professional practice and previously led a highly regarded multidisciplinary clinic providing collaborative care. She has been a dedicated educator, teaching for two decades at the Canadian Memorial Chiropractic College and has contributed to chiropractic scholarship through peer-reviewed publications and international presentations.



Penelope Bance, BA(Hons); General Chiropractic Council, United Kingdom

Penelope Bance is Director of Development at the General Chiropractic Council, UK. She is responsible for Education, Policy, Standards, Communications, and Engagement functions. She has over 30 years' experience in education, standards, qualifications, and policy development, and has worked with many different professions across sectors, including printing, film and television, and financial services. Penny has held several senior positions in trade associations and membership organizations and recently served as a College Governor.



Christine Bradaric-Baus, PhD; Canadian Memorial Chiropractic College, Canada

Christine Bradaric-Baus is President of the Canadian Memorial Chiropractic College, where she provides strategic leadership as the Chief Executive Officer. An accomplished academic leader, she previously served as Vice President, Academic and Chief Academic Officer at CMCC, following senior academic leadership roles at several multidisciplinary Canadian Colleges.



Jenny Brocker, DC; ACA Council on Chiropractic Pediatrics, United States

Jenny Brocker is a 2007 Palmer College of Chiropractic graduate specializing in pediatrics, with diplomate status from the ICCP and ABCP. Since 2016, she has served as President of the ACA Pediatrics Council and is a founding member of its certifying board. She serves as Chair of the American Board of Chiropractic Specialties and is a member of the NCMIC Speakers Bureau. Jenny Brocker instructs in Logan University's Master of Science in Chiropractic Pediatrics program, developing and teaching courses.



Danica Brousseau, MSc, DC; Université du Québec à Trois-Rivieres, Canada

Danica Brousseau is a full professor and chiropractic program director at UQTR. Still involved in clinical practice, she also holds a bachelor's degree (biomedical sciences), a master's degree (pharmacology), and a certificate of gerontology. Committed to health sciences education and clinical reasoning, she earned a pedagogical leadership certification at Université de Montréal's Centre de Pédagogie Appliquée en Sciences de la Santé in 2021. Her teaching portfolio includes professional practice, clinical pharmacology, geriatrics, interprofessional collaboration, clinical and radiology internships.



Deb Bushway, PhD; Northwestern Health Sciences University, United States

Deborah J. Bushway is President and CEO of Northwestern Health Sciences University. She pioneered the development and implementation of a successful competency-based, direct assessment program and served as Senior Advisor for Innovation in the Office of the Undersecretary at the US Department of Education in Washington, DC. Bushway served as Provost and Chief Academic Innovation Officer at a large, wholly online university. She was educated in a scholar-practitioner model and practiced as a psychologist for over 20 years.



Joel Carmichael, DC, PhD; University of Colorado School of Medicine, United States; Universidad Central del Caribe School of Chiropractic, Puerto Rico

Joel P. Carmichael is an Associate Professor at Universidad Central del Caribe School of Chiropractic in Bayamón, Puerto Rico, and an Adjoint Senior Instructor in Physical Medicine and Rehabilitation at the University of Colorado School of Medicine. A Logan University valedictorian and 2012 U.S. Olympic Team physician, he earned his PhD in Clinical Science in 2021. He serves as the FICS Research Commission Secretary and its Education Subcommittee Chair, bringing more than 40 years of expertise in spine and sports medicine.



Mary Lee Carter, MS; Parker University, United States

Mary Lee Carter is the Assistant Director of Learning Innovation at Parker University, where she leads initiatives in healthcare simulation, immersive technology, and curriculum innovation. A Certified Healthcare Simulation Educator (CHSE) and Fellow of the Medical Extended Reality Association, her work focuses on virtual and extended reality, simulation-based education, and emerging technologies in healthcare education. She is an internationally recognized speaker and published author on immersive learning and innovative approaches to clinical and communication-based education.



Kevin Cox, MChiro, PgCLTHE; University of South Wales, Wales

Kevin Cox is a Lecturer in Chiropractic and Deputy Head of Clinical Services at the Welsh Institute of Chiropractic, University of South Wales. He has over 12 years' clinical experience and seven years' experience as a clinical educator. He holds an MChiro and PgCert in Learning and Teaching in Higher Education and is Secretary of the Royal College of Chiropractors Education Faculty. Kevin is currently undertaking a PhD with the Neurovascular Research Lab at USW. His interests include clinical education, patient safety, clinical governance, and combat sports and brain health.



Christina Cunliffe, BSc (Hons), DipChiro, PhD; McTimoney College of Chiropractic, United Kingdom

Christina Cunliffe is a Chartered Biologist and a Fellow of the Royal Society of Biology and the Royal College of Chiropractors. She was awarded an Honorary Doctorate in Healthcare Leadership in 2021 and an OBE in 2025 for services to Health Education. She leads the College of Health, an independent institution accredited by the UK Higher Education Regulator, which incorporates the McTimoney College of Chiropractic, located in Oxfordshire, Manchester, N. Ireland, Madrid, and Hong Kong.



Donna Cohen, BA; International Chiropractic Regulatory Society, Canada

Donna (Liewer) Cohen serves as volunteer executive director of the ICRS. She is a Phi Beta Kappa scholar and honors graduate of Colorado College. In her career with ICRS, FCLB, and NBCE, she has dedicated four decades to public protection and chiropractic "mobility with accountability." She directed the creation of the Chiropractic Information Network / Board Action Databank as well as PACE, which provides national approval of continuing education programs for relicensure by US state government agencies.



Ryan Coster, BSc, MChiro; President, WFC Board of Directors, Canada

Ryan Coster is a Canadian chiropractor, healthcare executive, and governance professional based in Moncton, New Brunswick. He holds degrees in biology, commerce, business administration, and chiropractic. He has served as President of the New Brunswick Chiropractors' Association and in senior leadership roles with the World Federation of Chiropractic, including President. Ryan Coster is known for advancing evidence-based healthcare, organizational governance, and international professional collaboration.



Terry Crisp, BAppSc(Chiro); Council on Chiropractic Education Australasia Australia

Terry Crisp has been involved in Chiropractic accreditation for twenty years, with roles ranging from Site Evaluation Team Member, Accreditation Committee Member, and Board Director, to his current position as Chair of the Council on Chiropractic Education Australasia. He has served as President of the Council on Chiropractic Education International. This Council has representatives from Accreditation Authorities worldwide. Terry Crisp has served as Chair of the Health Professions Accreditation Collaborative Forum. He maintains his general registration as a Chiropractor in Australia.



Dawn Dane, EdD, MSc(Chiro), BSc(hons); McTimoney College of Chiropractic, United Kingdom

Dawn Dane is Director of Quality Enhancement at McTimoney College of Chiropractic and member of the RCC Education Faculty. She holds an EdD, SFHEA, and FRCC, and is a higher education leader specializing in curriculum development, student success, and quality assurance. Her work focuses on learning enhancement, accreditation and educational innovation across international and multi-site provision. She is committed to advancing excellence in health professions education globally.



Sophia da Silva-Oolup, HBScKin, DC; Canadian Memorial Chiropractic College, Canada

Sophia da Silva-Oolup is Assistant Professor, Director of Experiential and Integrative Learning, and Clinical Sciences Residency Program Coordinator. She is the President of the College of Chiropractic Clinical Sciences (Canada) Fellowship and a Board Member for the Ontario Chiropractic Association. Her research focuses on pregnancy, diagnostic skills, simulation education, and musculoskeletal care.



Peter de Jong, PhD; International Association of Medical Science Educators, USA/Netherlands

Peter de Jong is a Senior Advisor and Researcher in Technology-Enhanced Learning at Leiden University Medical Center in the Netherlands and the Immediate Past President of the International Association of Medical Science Educators (IAMSE). This international organization focuses on professional development for health professions educators worldwide. At IAMSE, Peter has held several leadership roles, including Editor-in-Chief of IAMSE's journal, Medical Science Educator. He currently leads the International Health Professions Education Journal Editors Group and the Health Education Association Leaders (HEAL) Group.



Lobke De la Ruelle, MChiro; Vrije Universiteit Amsterdam, Netherlands

Lobke De la Ruelle is a researcher at Vrije Universiteit Amsterdam, currently finalizing her PhD on patient preferences and the smallest worthwhile effect using discrete choice experiments. She combines research with clinical practice, creating a strong link between evidence and patient care.



Katie de Luca, PhD; Central Queensland University, Australia

Associate Professor Katie de Luca, PhD, is an internationally recognized researcher whose expertise spans musculoskeletal conditions, rural health and healthy aging. She has >90 publications and >$6M in research funding. Her academic portfolio includes research, teaching, higher-degree supervision, clinical practice and professional leadership. Katie is Chair of the WFC Disability and Rehabilitation Committee and the FICS Research Commission, and contributes to WHO World Rehabilitation Alliance (Research). She advances evidence-based practice, connecting the chiropractic profession globally through research, leadership and policy.



Annemarie de Zoete, PhD; Erasmus MC, University Medical Center Rotterdam, Netherlands

Annemarie de Zoete is a chiropractor working part-time in clinical practice and at the Department of General Practice at Erasmus Medical Centre in Rotterdam, the Netherlands. She earned her PhD, “Chiropractic diagnosis and treatment of low back pain,” in 2020 and has contributed to several Cochrane reviews and the WHO guidelines on low back pain. Her work focuses on increasing the number of chiropractic PhDs to lay the foundation for achieving professional recognition and establishing chiropractic education in the Netherlands.



Faye Deane, BSc(Chiro), MPH; Teesside University, United Kingdom

Faye Deane is a Senior Lecturer in Chiropractic with a research focus on musculoskeletal health policy, health systems, and access to care. She serves as Vice President of the British Chiropractic Association and is a member of the World Federation of Chiropractic Committee of International Relations. Her work focuses on strengthening MSK policy and workforce development to improve equitable access to care.



Liane den Haan, Netherlands

Liane den Haan is a Dutch executive and former Member of Parliament with extensive experience in healthcare, advocacy, governance and social policy. From 2001 to 2004, she served as Director of COC Nederland. Between 2005 and 2020, she was General Director of ANBO, a major Dutch organization representing older people, where she focused on ageing, healthcare, pensions and social policy. She also served as a member of the Social and Economic Council of the Netherlands (SER).



Dustin Derby, EdD; Palmer College of Chiropractic, United States

Dustin Derby serves as Dean of Institutional Effectiveness at Palmer College of Chiropractic. With more than 20 years of experience in higher education, he leads strategic initiatives in accreditation, assessment, institutional research, strategic planning, and research compliance. He has modernized institutional reporting and leveraged artificial intelligence to strengthen organizational effectiveness and continuous improvement across complex educational environments.



Philip Dewhurst, MChiro, EdD, MSc, BSc(Hons); Health Sciences University, United Kingdom

Philip Dewhurst is Associate Professor of Health Education at Health Sciences University and Director of Academic Affairs for the Royal College of Chiropractors. A former Head of AECC School of Chiropractic and member of the General Chiropractic Council Education Committee, he has contributed to UK and international educational and regulatory standards and initiatives. He is a Fellow of the Higher Education Academy and Royal College of Chiropractors Education Faculty, and Editor of the Journal of Learning and Teaching in Health Education.



Chantale Doucet, DC, MSc; Université du Québec à Trois-Rivières, Canada

Chantale Doucet is a Full Clinical Professor in the Department of Chiropractic at the Université du Québec à Trois-Rivières, where she serves as Director of the University Chiropractic Clinic and of the Graduate Diploma (DESS) in Advanced Interdisciplinary Approaches to Breastfeeding. Her expertise focuses on neuromusculoskeletal health in perinatal, pediatric, and pregnant populations. Recipient of the Pediatric Chiropractor of the Year Award and the OCQ Recognition Award, she has published on safety, clinical practices, and adolescent idiopathic scoliosis.



Christopher Fahs, PhD; Logan University, United States

Christopher Fahs holds a PhD in Exercise Physiology and is a Certified Strength and Conditioning Specialist and Certified Exercise Physiologist. He has over 20 years of experience in higher education, including teaching biomechanics in Logan University's MS programs in Sports Science and Rehabilitation and Strength and Conditioning.



Tammy Fogarty, PhD, RD; Parker University, United States

Tammy Fogarty is Dean of Health and Human Performance at Parker University and a Registered Dietitian Nutritionist with more than 25 years of experience in nutrition, wellness, and higher education. She teaches clinical and integrative nutrition and leads curriculum development focused on evidence-based, patient-centered care. Tammy Fogarty is also a speaker, author, and entrepreneur with expertise in women's health, metabolic health, and interdisciplinary wellness education.



Jean-Luc Gauthier, DC, MSc; Université du Québec à Trois-Rivières, Canada

Jean-Luc Gauthier is a lecturer specializing in biomechanics and myofascial tissues. His academic interests include the mechanical properties of connective tissues, their innervation, and the clinical implications for chronic musculoskeletal pain. He is also academically committed to bridging basic science, pedagogy, and clinical practice to improve teaching and learning.



Jordan Gliedt, DC; Medical College of Wisconsin, United States

Jordan Gliedt is an Associate Professor at the Medical College of Wisconsin (MCW), in Milwaukee, Wisconsin, USA. He serves as the Director of the Chiropractic Residency Program and the Director of the Chiropractic Student Preceptorship Program at MCW. His scholarly interests include spine care delivery, chronic pain and social determinants of health, and interprofessional education/collaboration.



Christine Goertz, DC, PhD; Duke University School of Medicine, United States

Christine Goertz is a Professor and Vice Chair in the Department of Orthopaedic Surgery at Duke University. She leads interdisciplinary clinical research studies designed to increase our understanding of the effectiveness of non-pharmacological treatments for spine-related disorders. She has received $45M in federal funding as a principal investigator and co-authored more than 150 peer-reviewed papers. She is the author of Take Your Back Back: Whole Health Healing for Low Back Pain (Simon and Schuster).



Beverly Gooden, BS, DC; Parker University, United States

Beverly L Gooden is an Assistant Professor at Parker University's Doctor of Chiropractic program where she is the Course Director for both a core course and an elective course.



Lindsay Gorrell, MChiroprac, PhD, MSc Med Ed; University of Zurich and Balgrist University Hospital, Switzerland

Lindsay completed her Chiropractic training and a Master of Research at Macquarie University, Australia, before moving to the University of Calgary, Canada, where she completed a PhD in spinal biomechanics. Following this, Lindsay moved to the University of Zurich, Switzerland, where she is currently Head of the Chiropractic Medicine study program. Lindsay has also completed a Master of Science in Medical Education at Oxford University, England, and has practiced as a Chiropractor in Australia, Canada, and Switzerland.



Bart Green, DC, MSEd, PhD; National University of Health Sciences; Scripps Health, United States

Bart Green is a full-time chiropractor, practicing at Scripps Health in San Diego, California. He is a Lecturer at the National University of Health Sciences. He has worked in private and academic practice and served on the faculty at four colleges. He is celebrating 20 years as Editor-in-Chief of the *Journal of Chiropractic Education*. He enjoys mentoring others in conducting research and in writing and is a founding member of the Chiropractic Educators Research Forum. His research interests include epidemiology and spine care.



Brett Guist, BHSc, MS, DC; Canadian Memorial Chiropractic College, Canada

Brett Guist is a chiropractor and faculty member at The Canadian Memorial Chiropractic College. He is a member of the Disability and Rehabilitation Committee with the World Federation of Chiropractic. He has published articles on force modulation and post-concussive syndrome and has been involved with systematic reviews for the WHO to inform clinical practice guidelines on the treatment of low back pain.



Lesley Haig, DPT, MSc; Health Sciences University, United Kingdom

Lesley Haig is Vice-Chancellor of Health Sciences University in the UK. With extensive experience in professional health education, she is a strong advocate for lifelong learning across the regulated health and care professions. Her academic leadership work has a strong focus on aligning academic pathways, clinical practice, and workforce development to support continued professional development, research-informed practice, and innovation throughout practitioners' careers in chiropractic and the wider health sciences.



Igor Himelfarb, PhD, MBA; National Board of Chiropractic Examiners, United States

Igor Himelfarb is the Director of the Department of Psychometrics and Research at the National Board of Chiropractic Examiners. He oversees critical operations including scoring calibration, equating, linking, and scaling and communication with key stakeholders.



Amber Hodgson, MSci(Hons); Teesside University, United Kingdom

Amber Hodgson is a chiropractor and early career researcher with interests in chiropractic education, disability inclusion, professional identity, and qualitative health research. Alongside clinical practice, she supports student clinical education and contributes to professional committee work focused on student and new graduate engagement. Her research explores how inclusive educational environments shape professional identity, equitable participation, and the transition from student to practitioner through lifelong learning.



Adrian Hunnisett, BSc, PhD, Mphil; McTimoney College of Chiropractic, United Kingdom

Adrian Hunnisett is Research Director and Professor of Evidence-Based Healthcare at McTimoney College, in the UK. He has held laboratory and research posts in the UK NHS and private healthcare systems and served as the Head of Clinical Research at a large university hospital in the UK.



Fatima Ismail, Mtech(Chiro), PhD; University of Johannesburg, South Africa

Fatima Ismail is Associate Professor and Head of Chiropractic at the University of Johannesburg, where she leads academic, clinical, and research innovation. Her PhD focused on developing and evaluating a context-responsive interprofessional education intervention to strengthen patient-centred musculoskeletal care. Her scholarship spans health professions education, interprofessional collaboration, culturally responsive care, and the Scholarship of Teaching and Learning. Through national and international education and research initiatives, she advances collaborative, context-responsive healthcare education and strengthens chiropractic's contribution within evolving health systems.



Russell Iwami, MSLS; National University of Health Sciences, United States

Russ Iwami has been a reference librarian for over 45 years. He indexes the Index to Chiropractic Literature and authors two monthly literature reviews, Surveillance and Education Review, for the National University of Health Sciences.



Ashlee Kates-Ascioti, DC, MS; Parker University, United States

Ashlee Kates-Ascioti is the director of the Diagnostic Imaging Residency Program and an associate professor at Parker University. Her research interests include the impacts of andragogical approaches in healthcare education and educational assessment outcomes.



Karin Kaptein, BS(Chiro); Netherlands Chiropractors' Association, Netherlands

Karin Kaptein graduated from AECC 1995. She has worked in private practice since 1995 and is the current president of the Netherlands Chiropractors' Association.



Vivian Kil, MChiro; European Chiropractors' Union, Netherlands

Vivian Kil is President of the European Chiropractors' Union and former President of the World Federation of Chiropractic, where she became the organization's first female president. A graduate of AECC University College in the UK, she is a clinician and clinic director in the Netherlands with extensive experience in professional leadership, education, and international collaboration. Vivian Kil is recognized globally for advancing evidence-informed, patient-centered chiropractic care and strengthening chiropractic education worldwide.



Mark Labrecque, BSc, DC; Saskatchewan Health Authority, Canada

Mark Labrecque is Lead of the Division of Chiropractic, Department of Family Medicine, Saskatoon area, Saskatchewan Health Authority, and Chair of the SaskPain Board of Directors. He is a past Chair of the Canadian Memorial Chiropractic College Board of Governors and a recognized advocate for interdisciplinary, evidence-informed musculoskeletal care.



Henrik Hein Lauridsen, BS(Chiro), MSc(Rehab), PhD; University of Southern Denmark, Denmark

Henrik Hein Lauridsen is a chiropractor, MSc and PhD, and Associate Professor and Head of Studies in Clinical Biomechanics at the University of Southern Denmark. His research focuses on clinimetrics and musculoskeletal health, including headache among chiropractic patients and trajectories in children with musculoskeletal problems. He teaches advanced questionnaire methods and supervises PhD students, combining educational leadership with research in clinical measurement, chiropractic practice, and patient-centered outcomes.



Craig Little, DC, EdD; Council on Chiropractic Education, United States

Craig Little served as a practicing Doctor of Chiropractic for over 30 years before joining the Council on Chiropractic Education (CCE) as its President and CEO in 2015. Craig Little has a bachelor's degree in biology and a DC Degree from Southern California University of Health Sciences, a master's degree in education from Chapman University, and a Doctorate in Education from Creighton University. He is a member of the Association of Specialized and Professional Accreditors and has served as Chair of its Board of Directors since 2025.



Danella Lubbe, MTech(Chiro); Chiropractic Association of South Africa, South Africa

Danella Lubbe is President of the Chiropractic Association of South Africa. Her work focuses on professional advocacy, governance, mentorship, communication, and advancing evidence-informed chiropractic care. She is actively involved in strategic initiatives relating to physical literacy through the Straighten Up South Africa campaign, interdisciplinary collaboration, and professional development within the chiropractic profession. She is passionate about leadership development, strengthening professional unity, and advancing chiropractic's role in integrated healthcare systems.



Monique Lyons, DC, MEd; Parker University, United States

Monique L. Lyons is an Associate Professor and Assessment Clinician at Parker University. She specializes in clinical competency assessment, faculty calibration, and evidence-based chiropractic education. Her scholarly interests include assessment bias, artificial intelligence, virtual reality simulation, and educational innovation in healthcare.



Celia Maguire, BS, DC; Parker University, United States

Celia Maguire serves as Dean of Academics for the College of Chiropractic at Parker University. With 25 years of experience in chiropractic education, she has held roles as a Professor of Clinical Sciences, Clinic Radiologist, and academic leader. She holds degrees in Biomedical Sciences and Chiropractic, is a Diplomate of the American Chiropractic Board of Radiology (DACBR), and is a member of the Council on Chiropractic Education Academy of Site Team Visitors. Her professional interests include educational assessment, authentic clinical learning experiences, and data-informed academic leadership.



John Maltby, DC; World Federation of Chiropractic, United States

John Maltby is a 1977 graduate of Palmer Davenport. He is the past president of the International Chiropractors Association and the World Federation of Chiropractic. He serves as Secretary General of the WFC. He has had a private practice in Blythe, California for over 48 years.



Mike Marinus, MScPaeds, MTechChiro; Logan University, United Kingdom

Mike Marinus qualified at the University of Johannesburg in South Africa in 2005 and completed his master's degree in Pediatric Musculoskeletal Health in 2019 from Bournemouth University in the UK. Mike is a founding member of Pediatric Chiropractic Africa. Mike developed modules and taught on the first "Master of Science in Chiropractic Pediatrics" offered at Logan University in the USA. Mike founded Connected Pediatrics, a learning and support platform for Chiropractors working with pediatric patients. He is currently in private practice in the UK.



Sherry McAllister, MSEd, DC; Foundation for Chiropractic Progress, United States

Sherry McAllister is a Doctor of Chiropractic, President of the Foundation for Chiropractic Progress, and host of the award-winning Adjusted Reality podcast. Her Forbes book, Adjusted Reality, is a #1 bestselling title on both Amazon and Barnes & Noble and received the 2026 Independent Press Award in Health & Fitness. With more than 25 years of clinical experience, she is a leading advocate for whole-being health, longevity, and advancing chiropractic awareness globally.



Tom Michielsen, MD, MSc(Chiro); Dutch Belgian Research Institute of Chiropractic, Belgium

Tom Michielsen works as a chiropractor in a private group practice in Belgium. In 1998, he received his degree in medicine. He graduated from AECC in 2001. From 2008 until 2013, he was the chairman of the ECU research fund. Tom is involved in teaching the local GEP students. He is currently the director of the Dutch-Belgian Research Institute of Chiropractic.



JaHyeon Min, MSc(Chiro); IMU University, Malaysia

JaHyeon Min is a lecturer at IMU University. She serves as Semester and Module Coordinator within the Chiropractic Programme. In 2024, she led the Philippine Chiropractic Community Health Project, an international outreach initiative supported by an IMU research grant. She has participated in World Spine Day community outreach and screening events with supervised chiropractic students.



Daniel Moore, BSc(Hons), MChiroPgCert; Health Sciences University, United Kingdom

Daniel Moore is the Head of School for the AECC School of Chiropractic at Health Sciences University in the UK. He is a National Teaching Fellow, ECR, and holds a portfolio of roles, including being Vice President for World Spine Care (Europe), an Education Committee Member for the UK regulator, the GCC, and chair of the Royal College of Chiropractors Education Faculty.



Jayne Moschella, BS, DC; Parker University, United States

Jayne Moschella is Executive Vice President, Provost, and Chief Academic Officer at Parker University, where she oversees academic operations, research, and student support. With a career spanning clinical practice and higher education leadership, she is a nationally recognized expert in accreditation and institutional strategy. Jayne Moschella has led initiatives to expand academic programs, advance research, and integrate human performance into healthcare education, positioning Parker University at the forefront of innovation and workforce-focused learning.



Lia Nightingale, PhD; Palmer College of Chiropractic, United States

Lia M. Nightingale is the Associate Dean of Life Sciences at Palmer College of Chiropractic, where she integrates evidence-based practice into her teaching of biochemistry, foundational nutrition, and clinical nutrition. She earned her PhD in Food Science and Human Nutrition from the University of Illinois. Her scholarship focuses on health professions education, including student learning, empathy, and faculty research engagement. She has published widely and presents nationally, receiving multiple NBCE Education Research Awards and Thelma Fordyce-Mack Awards for teaching.



Kelsey Nissen, MAHSR, DC, BScKin; New Brunswick Chiropractors Association, Canada

Kelsey Nissen is a chiropractor, healthcare executive, and mother of two whose career spans clinical practice, research, regulation, advocacy, and governance. She serves as CEO and Registrar of the New Brunswick Chiropractors' Association and Secretary-Treasurer of the Federation of Canadian Chiropractic Executive Committee. With a master's in applied health services research and a Chartered Director (CDir) designation, Dr. Nissen brings a multidisciplinary perspective to leadership, lifelong learning, and the evolving future of chiropractic.



Brian Nook, DC; International Federation of Sports Chiropractic, Australia

Brian Nook is the Secretary General of the Federation International Federation of Sports Chiropractic (FICS), a member of FICS for over 35 years. Official chiropractor: 4 Olympic Games (Barcelona, Atlanta, Sydney, Salt Lake City, 3 All-African Games, and 5 World Games. Past Associate Dean of Academic Affairs, Palmer College of Chiropractic West, Past Dean/Head of College, Australian College of Physical Education, Sydney, School Dean, Chiropractic and Sports Sciences, Murdoch University, Perth. Northwestern College of Chiropractic, 1983, practiced in Iowa for 18 years. Senior Lecturer, Technikon Natal Chiropractic, Durban, South Africa.



Espen Ohren, MChiro(Hons), BSc; European Chiropractors' Union, Norway

Espen Ohren is Secretary General of the European Chiropractors' Union and a Norwegian chiropractor in his thirtieth year of practice. He is a former President of the Norwegian Chiropractors' Association and Norway's fund for chiropractors' continuing and further education & research, and a board member of the ELiB research foundation (Et Liv i Bevegelse). His European work connects clinical practice, education and professional development with the needs of patients and healthcare systems.



James Oldham, MChiro; London South Bank University, United Kingdom

James Oldham is a Lecturer in Chiropractic at London South Bank University with interests in clinical safety, clinical simulation, technology-enhanced learning and assessment innovation. He conducts teaching and assessments across the Master of Chiropractic programme and is actively involved in educational research exploring simulation, interprofessional learning and digital learning technologies.



Anna Papadopoulou, MChiro, MSc(App); Logan University, Cyprus

Anna Papadopoulou is a chiropractor specializing in pregnancy, pediatric musculoskeletal health, and functional neurology. She holds a Chiropractic degree, a Master's in Pediatric Musculoskeletal Health, and DACNB certification. She combines clinical practice, research, and teaching. She lectures in university programs in Cyprus and the pediatric neurology module in Logan University's Master of Science in Chiropractic Pediatrics. She is a Fellow of the Royal College of Chiropractors and authored the multidisciplinary book 'Secrets to an Aligned Pregnancy'.



Charles-Olivier Pelletier, DC; Université du Québec à Trois-Rivières, Canada

Charles-Olivier Pelletier does research that focuses on jump biomechanics and return-to-play in female volleyball players, at the intersection of injury prevention and female athlete health. He explores game-based learning in manual therapy.



Christopher Petrie, DC; Northwestern Health Sciences University, United States

Chris Petrie is the Dean of Institutional Effectiveness and Data Strategy at Northwestern Health Sciences University. He has previously held leadership roles in curriculum analytics, and clinical education, with additional experience as faculty member and department chair. He has extensive experience in teaching, assessment, curriculum mapping and visualization, and cross-system analytics, all with a strong focus on data-informed continuous quality improvement. He holds degrees in biomedical engineering and chiropractic and is a board-certified chiropractic radiologist.



Kristina Petrocco-Napuli, DC, MS, DHPE; Whole Health Care Solutions, United States

Kristina Petrocco-Napuli, is the Chief Executive Officer of Whole Health Care Solutions. She is a chiropractor, educator, and passionate advocate for women's health. She is the Founding President of the ACA Council on Women's Health and has lectured extensively on women's health topics worldwide. She brings decades of clinical, academic, and leadership expertise to advancing women's health in chiropractic.



Molly Meri Robinson Nicol, BA, DC; World Health Organization, Switzerland

Molly Meri Robinson Nicol is responsible for organizational efficiency and improving the quality and speed of delivery for WHO's normative products. She joined WHO in 2008 and has developed educational standards for non-MD providers, then helped develop the 11th Revision of the International Classification of Diseases and Related Health Conditions (ICD-11) and the International Classification of Functioning, Disability and Health (ICF).



Sidney M Rubinstein, DC, PhD; Vrije Universiteit, Amsterdam, Netherlands

Sidney Rubinstein is an endowed professor at Vrije Universiteit (VU) Amsterdam, the Netherlands. His expertise lies in systematic reviews and meta-analyses, with research interests in the effectiveness and cost-effectiveness of musculoskeletal interventions, including large randomized clinical trials. He supervises BSc, MSc, and PhD students and teaches across academic levels.



John Scaringe, DC, EdD; Southern California University of Health Sciences, United States

John Scaringe has been President and CEO of Southern California University of Health Sciences (SCU) in Whittier, California, since 2009. With more than 30 years of experience in healthcare education, he has guided the university through transformational growth. He holds a Doctor of Chiropractic degree, a Master's in Kinesiology, and an EdD in Educational Leadership—an academic foundation that reflects both depth and breadth in his field.



Michael Schneider, DC, PhD; Doctor of Chiropractic Program, University of Pittsburgh, United States

Michael Schneider received his DC degree from Palmer College of Chiropractic and his PhD in Rehabilitation Science from the University of Pittsburgh. He has authored over 120 peer-reviewed publications and has received numerous federally funded research grants. Michael Schneider is a Full Professor at the University of Pittsburgh, where he was recently appointed as the inaugural Director of the Doctor of Chiropractic program. This is the first DC program to be offered by a research-intensive public university in the U.S.



Rob Scott, DC, PhD; Life University, United States

Rob Scott is the Associate Vice President for Institutional Initiatives and past president of Life University. He supports the University's global initiatives in China, Kenya, and Costa Rica and serves as director of Life University's Octagon.



Mayda Serrano Alvira, DC, MAEd; Federación Latinoamericana de Quiropráctica, Puerto Rico

Mayda Serrano is Executive Director of the Federación Latinoamericana de Quiropráctica (FLAQ), Latin America Representative of the WFC Public Health Committee, and a Board Member of CCE-LA/CLAEQ, advancing chiropractic education and practice through internationally aligned standards in the region. She serves as Secretary of the American Chiropractic Association Faculty (FACA) and is a member of APHA. A past president of the Puerto Rico Chiropractic Association, she leads regional mentorship and policy initiatives, focusing on professional practice, educational excellence, and equitable, prevention-oriented health systems.



Stuart Smellie, BSc(Chiro); Royal College of Chiropractors, United Kingdom

Stuart Smellie is President of the UK Royal College of Chiropractors, having previously served for 15 years as Director of Academic Affairs. He has worked with regulators, educators, and the profession to support the development of postgraduate education and professional standards. He is the lead author of the Royal College's Quality and Practice Standards, including Quality Improvement, and chairs the Forum of Chiropractic Deans. He has 35 years of clinical experience and lectures internationally on evidence-based care, professional standards, and clinical governance.



Subash Srivastav, BPT, MPT; IMU University, Malaysia

Subash Srivastav is a Lecturer at the School of Alternative and Complementary Medicine, International Medical University (IMU), Malaysia, with over eight years of experience in teaching, clinical practice, and research focused on musculoskeletal and sports rehabilitation and evidence-based practices.



Mark Stamper-Webster, BSc(Chiro), MSc(Chiro), MSC(PM); European Council on Chiropractic Education, Councils on Chiropractic Education International, United Kingdom

Mark Stamper-Webster is the Vice President of both the European Council on Chiropractic Education and the Councils on Chiropractic Education International. He graduated from the Anglo-European College of Chiropractic in 1993 and has postgraduate master's degrees in clinical chiropractic and Pain Management. He currently works in private practice and has extensive experience in chiropractic education and regulation, having served as Head of Chiropractic at the University of South Wales and as a member of the General Chiropractic Council's Education Committee.



Paula Stern, BSc, DC; Canadian Memorial Chiropractic College, Canada

Paula Stern is Director of Graduate Studies and Assistant Professor at the Canadian Memorial Chiropractic College. She has contributed extensively to curriculum development, residency training, and student mentorship; has authored numerous peer-reviewed publications; and serves in leadership roles supporting chiropractic education, accreditation, and evidence-informed practice.



Cliff Tao, DC; Private practice, United States

Cliff Tao was born in Ottawa, Canada, and now lives in Irvine, California. After graduating from NUHS and completing a radiology residency at SCU, he completed a voluntary musculoskeletal radiology research fellowship at UCI Medical Center. He has published in imaging literature and is an international speaker. He owns a private chiropractic radiology consultation practice.



Patricia Tavares, BSc, DC; Canadian Memorial Chiropractic College, Canada

Patricia Tavares graduated from CMCC and became an orthopedic fellow. She maintained private practice in West Toronto for years and currently works as a Primary Clinician for CMCC in a chronic pain teaching clinic and is the Clinical Director of World Spine Care. She is currently earning a master's degree in clinical management of Pain at the University of Edinburgh. Her research focuses on spinal pain in underserved communities in the Dominican Republic and an indigenous community in northern Manitoba.



H Garrett Thompson, DC, PhD; Logan University, United States

Garrett Thompson is a distinguished higher-education leader and is proud to serve Logan University as its 8th President. He has held various administrative roles at integrated health science universities, driving innovation and fostering interprofessional collaboration. His research interests include healthcare education, policy, and leadership, with numerous publications and presentations on these topics. He has guided students, faculty, and administrators to reach their full potential, earning international recognition for his commitment to academic excellence and contributions to higher education.



Jacqueline van den Hil, Netherlands

Jacqueline van den Hil is a Dutch healthcare professional, healthcare administrator and former Member of the Dutch House of Representatives (Tweede Kamer) for the People's Party for Freedom and Democracy (VVD). She began her career as a diagnostic radiographer and subsequently held senior management positions in hospital and long-term care. She holds a Master of Health Administration from TIAS School for Business and Society and has extensive experience in healthcare management and governance.



Brenda van der Vossen, MSc; Vrije Universiteit Amsterdam, Netherlands

Brenda van der Vossen has been a chiropractor since 1999, working in private practice while pursuing a PhD at VU Amsterdam focused on low back pain. She has served on the AECC Board of Governors and the NCA Board and is currently a member of the SCN board. She has helped develop and improve the Graduate Education Program and its exams and is committed to advancing chiropractic education in the Netherlands.



Elly van Wijk, Netherlands

Elly van Wijk is a Dutch lawyer, Senior Legal Counsel at Rabobank and a Member of the Dutch Senate (Eerste Kamer). She has extensive experience in legal affairs, governance and public administration. Van Wijk has worked at Rabobank since 2001 and has served on its Works Council since 2019. Her political career includes sixteen years as a municipal councillor and parliamentary group leader in Oudewater. She joined the BoerBurgerBeweging (BBB) in 2020 and was appointed Secretary-General of its national board in 2021. In June 2023, she became a Member of the Dutch Senate.



Michael Vianin, MScRehab, DC; Lausanne University Hospital, Switzerland

Michael Vianin is a supervising clinician at the University Hospital (CHUV) in Lausanne and an international lecturer in musculoskeletal rehabilitation and pain management. He has taught at Zurich University and Logan University and served for more than a decade as an expert examiner for Swiss federal and postgraduate chiropractic examinations. His experience includes supervising clinical training, mentoring healthcare professionals, and delivering continuing education seminars and conferences internationally.



Darrell Wade, DC; Regulatory Council of the Federation of Canadian Chiropractic, Canada

Darrell Wade is a 2003 graduate of Palmer College of Chiropractic. He chairs the International Chiropractic Regulatory Society and the Regulatory Council of the Federation of Canadian Chiropractic. His interests include advancing international labor mobility in chiropractic through right-touch regulation in the areas of entry to practice and continuing competence.



Stephen Wang, BS(BusManagement); Jin Ji Jian China Chiropractic Academic Center, China

Stephen Wang is Founder & CEO of Jin Ji Jian, a social enterprise advancing spinal and brain health in China through chiropractic education and professional certification. Formerly Co-founder & CEO of King Koil China, he brings 20+ years of leadership in building high-impact organizations and integrating global healthcare resources. He is dedicated to fostering lifelong learning and professional excellence in chiropractic education.



John Ward, DC, MA, MS; Texas Chiropractic College, United States

John Ward teaches physiology and neuroanatomy courses in addition to engaging in research on behalf of the college. His research interests include the impact of spinal manipulation on visceral function (heart rate, blood pressure, blood lactate, exercise performance) and biomechanics; older adult use of chiropractic care.



Jonathan Ward, DC, MS; Parker University, United States

Jonathan Ward has experience serving as a department chair and assistant professor of clinical neuroscience, where he taught graduate students in a clinical neuroscience program. Additionally, he has taught undergraduate courses in biology, anatomy, and physiology, and supervised Doctor of Chiropractic interns during their internship year, guiding them in all aspects of patient management and treatment.



Michael Wiles, DC, MEd, MS, EdD; University of Pittsburgh, United States

Michael Wiles is a Professor and Associate Director for the chiropractic program at the University of Pittsburgh. He earned a Doctor of Chiropractic degree from Canadian Memorial Chiropractic College, a master's degree in education from Brock University, a Master of Science in medical education from the University of New England, and a doctorate in education from the University of Liverpool. His experience includes teaching and academic leadership at multiple chiropractic educational institutions over a 50-year career.



Rebekah Wilks, DC, BA, BS; World Federation of Chiropractic, United States

Rebekah Wilks is Secretary-General Designate of the World Federation of Chiropractic and Chair of the World Rehabilitation Alliance's Workforce Workstream. Previously the WFC's Director of Strategy & Policy, she co-developed its 2024–2029 Strategic Plan and represented the federation at the World Health Organization, including delivering statements at the World Health Assembly. Her experience includes organizational strategy, international advocacy and leadership, governmental relations, clinical care and education within the U.S. Department of Veterans Affairs, and World Spine Day leadership.



Yi Kai Wong, BSc Chiro, MSc PH; IMU University, Malaysia

Yi Kai Wong is a Senior Lecturer in the chiropractic program at IMU University, Kuala Lumpur, Malaysia. A pioneer graduate, he contributes to curriculum development and assessment design and serves as a panel member and assessor for education and curriculum matters. He engages with the Association of Chiropractic Malaysia and the World Federation of Chiropractic, focusing on policy, regulation, and evidence-informed practice. His work includes collaboration with the Malaysian Ministry of Health on T&CM governance, with interests in ethics, health systems, and population health.



Christopher Yelverton, PhD, Mtech(Chiro); University of Johannesburg, South Africa

Christopher Yelverton is an Associate Professor at the University of Johannesburg and a Fellow of the Royal College of Chiropractors. With over two decades of leadership, he serves as Vice Dean for Research and Global Engagement. As President of the European Council on Chiropractic Education, he is a prolific researcher and sought-after speaker. His accolades include the Chiropractic Association of South Africa's Presidential Award and Honorary Life Membership, reflecting his dedication to advancing chiropractic education and research worldwide.



Kenneth Young, DC, PhD; Victoria University, Australia

Kenneth Young is an Associate Professor at Victoria University in Melbourne, Australia. He is regularly invited to speak internationally and has served on regulatory bodies in various capacities. Ken is a Fellow of the Higher Education Academy (UK), a Fellow of the Royal College of Chiropractors (UK), and a Diplomate of the American Chiropractic Board of Radiology (DACBR). He has 50 peer-reviewed publications, and his research interests include professionalism, knowledge translation, and mechanisms of manipulation.

Continuing Education and Professional Development

As this is a conference about lifelong learning, it is appropriate to provide continuing education credits for delegate participation. We thank the following organizations for recognizing the value of participating in this conference.

Providers of Approved Continuing Education (PACE) of the Federation of Chiropractic Licensing Boards (FCLB).

The European Academy of Chiropractic (EAC), which is the postgraduate educational arm of the European Chiropractors' Union (ECU).

Networking, Social, and Photograph Opportunities

The advisory committee emphasized the importance of preserving time in the program for networking and socializing opportunities. It is often during these moments that substantial connections and advances are made.

We have a WFC Global Education Conference banner for you to have your photo taken to memorialize this event. We also have a Qrowdpics account for you to upload and share your photos.
https://www.qrowdpics.com/2026wfcedconf

Pillars of Accurate Representation of Academic and Professional Degrees

The following explains what credentials and degrees are included in the descriptions of the WFC Global Education Conference Advisory Committee roster and the Speaker roster. This specifically relates to credential representation.

WFC follows best practices for representation to ensure honesty and accuracy when representing academic degrees. Therefore, the WFC Global Education Conference program reflects earned academic (e.g., BS, MS, PhD) and professional degrees (e.g., MD, MBBS, DC, MS(Chiro), PT, MPhysio). These are degrees that are conferred upon graduation from a degree-granting program. Honorary degrees, courtesy titles, and degrees in process (i.e., candidate status) are not included in the program. Other training not obtained through academic or professional programs, such as certifications and fellowships, may be acceptable but not included due to space limitations. Misrepresenting educational credentials is considered a breach of professional ethics and, in many jurisdictions, can result in severe legal and professional consequences.

WFC POSITION STATEMENT

Accurate representation of chiropractic degrees, qualifications, and professional titles

WHEREAS patients, the public, and other stakeholders need clear and accurate information about the education, qualifications, credentials, registration or licensure, and professional role of healthcare providers. Chiropractors and organizations have a responsibility to communicate this information honestly and in language that can be understood.

AND WHEREAS chiropractic entry-to-practice qualifications vary among countries, jurisdictions, and education systems in their official names, academic levels, award types, and legal effects. A qualification may be a degree, diploma, or other recognized award, and the name of an award does not by itself establish that it is equivalent to another qualification or that it authorizes practice in every jurisdiction.

AND WHEREAS accurate representation helps patients, colleagues, employers, insurers, educators, publishers, and regulators make informed decisions and promotes public and professional trust. Inaccurate, incomplete, or misleading representation may affect healthcare decisions made by the public and may result in employment, academic, professional, regulatory, disciplinary, civil, or criminal consequences, depending on applicable law, and corrective action.

AND WHEREAS individuals should use only the degrees, qualifications, credentials, professional titles, and designations that they have earned and are authorized to use within their jurisdiction. They should not claim or imply education, training, certification, registration or licensure, specialty status, scope of practice, or legal authority that they do not hold.

AND WHEREAS a qualification should be reported by using the official title conferred by the awarding institution. When needed for understanding, a faithful translation or explanation may be added, but it should not replace, reclassify, inflate, or otherwise alter the original award. Abbreviations and post-nominal letters should be used when they are stated or officially confirmed by the awarding institution for the qualification awarded and should not be modified (see Appendix for examples).

AND WHEREAS academic degrees, professional qualifications, certificates, memberships, fellowships, regulatory registration or licensure, protected titles, and specialty credentials are not the same. They should be described separately and should not be combined or presented in a way that creates a false impression of academic level, competence, specialty recognition, or legal status.

AND WHEREAS honorary degrees and courtesy or honorific titles should be clearly stated as such and should not be presented as earned academic or clinical qualifications. Use of the title "Doctor" or "Dr" should comply with the laws, regulatory guidance, advertising rules, and professional expectations of the relevant jurisdiction and should not mislead the public about a person's profession or qualifications.

AND WHEREAS entitlement to use the professional title "chiropractor" or to practice as a chiropractor is determined by the laws and regulatory requirements of the relevant jurisdiction. Holding a qualification alone may not authorize practice, and performing a procedure within chiropractic scope of practice does not establish that a person is a trained chiropractor.

AND WHEREAS individuals should represent themselves as chiropractors only when they are legally entitled to do so in the relevant jurisdiction. Where no statutory registration or licensure system exists, they should have completed an entry-to-practice chiropractic education program recognized by the relevant national authority or quality-assurance body, or an approved pathway recognized under applicable national professional requirements.

NOW THEREFORE IT IS THE POSITION of the World Federation of Chiropractic that chiropractors, educational institutions, professional associations, employers, publishers, and other organizations should represent chiropractic degrees, qualifications, credentials, professional titles, registration or licensure, and specialty status accurately, transparently, verifiably, and in accordance with applicable law. They should use the official title of each award, distinguish academic qualifications from professional and regulatory status, disclose current registration or licensure accurately, and avoid any statement or abbreviation that implies an academic level, equivalence, specialty, scope of practice, or legal authority that a person does not hold. The World Federation of Chiropractic supports clear, honest, and jurisdictionally appropriate communication of chiropractic education and professional qualifications.

Appendix: Practical guidance for reporting degrees, qualifications, and professional titles

Report the qualifications exactly. Use the official title and, where applicable, the official abbreviation shown on the diploma, transcript, or awarding institution's records. If the original title is in another language, retain the original title and add a faithful translation in brackets when useful. Do not substitute a different degree name merely because it is more familiar in another country. For example, a person who earned an MChiro should not use "DC," and a person who earned a DC should not use "MChiro." A credential evaluation or regulator's recognition decision may be described separately, but it does not change the title of the original award.

Separate the qualification from professional authorization. An academic award, program accreditation, registration or licensure, protected professional title, specialty credential, association membership, and employment title are distinct claims. Each should be stated accurately and, when relevant, with the awarding or regulating body and jurisdiction. Degree designations may change over time for some programs. Historical qualifications should be reported by the title that was earned at the time of graduation, unless the awarding institution has formally reissued or authorized the use of the new title.

Identify honorary and courtesy titles clearly. An honorary degree should be written in full and identified as honorary, for example "Doctor of Science (honoris causa)" or "DSc (h.c.)." It should not be used to imply completion of an earned academic program, clinical training, registration, licensure, or specialty status. A courtesy use of the title "Doctor" or "Dr" should comply with local law and regulatory or advertising guidance and should never create the impression that the person is a medical practitioner or holds a doctorate or professional qualification that has not been earned.

Illustrative examples of chiropractic entry-to-practice qualifications

The examples below are listed in alphabetical order. They do not represent all chiropractic degrees and do not imply that the qualifications are equivalent, interchangeable, or sufficient for registration or licensure in every jurisdiction. For example, Spain, Mexico, Brazil, and Chile do not use a universal abbreviation system. These examples do not list professional titles or designations arising solely from registration, licensure, or association membership. Program titles, accreditation, and award abbreviations may change. Graduates should only use designations that they have earned. The graduate should verify the exact wording and abbreviation on their award and with the awarding institution and relevant regulator. It would be inaccurate to convert another unless that specific degree was conferred.

Examples of entry-to-practice qualifications	Country or jurisdiction of chiropractic program	Abbreviation or Designation
Bacharel em Quiropraxia	Brazil	Bacharel em Quiropraxia *
Bachelor of Applied Science (Chiropractic)	Australia	BAppSc(Chiro) **
Bachelor of Chiropractic	Australia, New Zealand	BChiro **
Bachelor of Chiropractic Science	Australia	BChiroSc **
Bachelor of Health Science (Chiropractic)	South Africa	BHSc(Chiro)
Bachelor of Science (Chiro)	Australia	BSChiro **
Bachelor of Science (Hons) Chiropractic	Malaysia	BSc(Hons)Chiro

Diplôme de Chiropraxie	France	Diplôme de Chiropraxie ***
Doctor of Chiropractic	Canada (Ontario), United States, Puerto Rico	DC
Doctorat de premier cycle en chiropratique (Doctorat en chiropratique)	Canada (Québec)	DC
Licenciatura en Quiropráctica	Mexico	Licenciatura en Quiropráctica *
Licenciatura en Quiropraxia	Chile	Licenciatura en Quiropraxia ****
Master in Chiropractic Science	Türkiye	MSc(Chiro)
Master in Clinical Biomechanics	Denmark	MClBiomech (candidatus/candidata manu)
Master of Chiropractic	Australia, Hong Kong, United Kingdom	MChiro
Master of Chiropractic Medicine	Switzerland	MChiroMed
Master of Chiropractic Practice	Australia	MChiroprac **
Master of Clinical Chiropractic	Australia	MClinChiro **
Master of Health Science (Chiropractic)	South Africa	MHSc(Chiro)
Master of Technology in Chiropractic	South Africa	MTechChiro
Titulo Superior en Quiropràctica	Spain	Titulo Superior en Quiropràctica *

Examples as of August 2, 2026

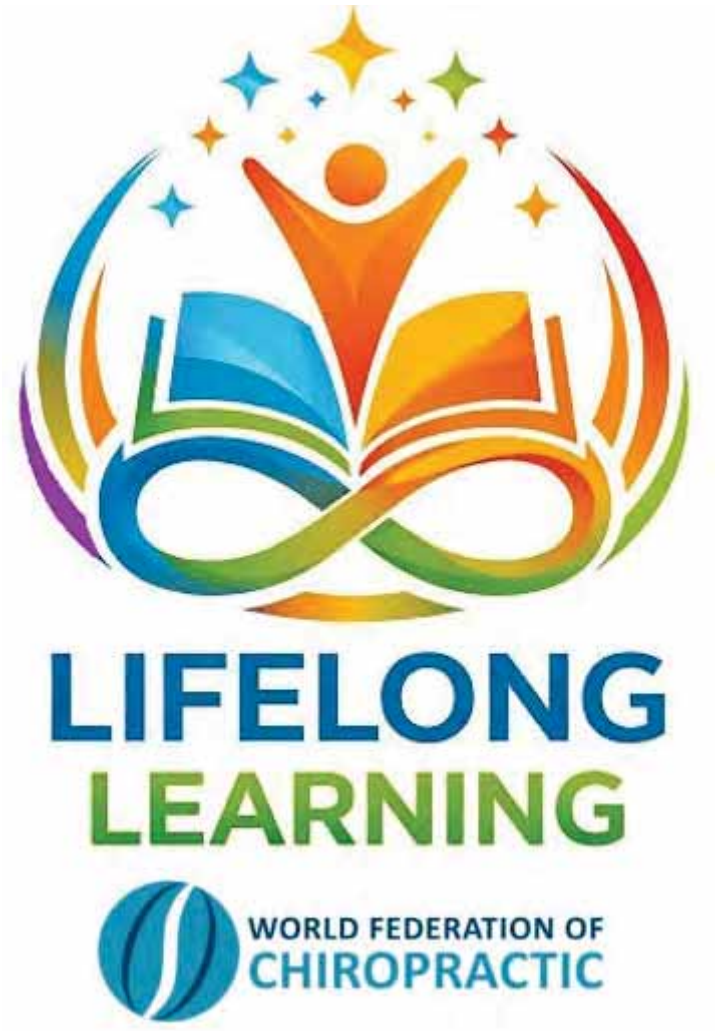
* There is no standardized degree abbreviation in this country/region.
** There is no single Australian abbreviation. Degree combinations may include BChiro, BChiroSc/MChiro, BSc(Chiro)/MClinChiro, and BHSc/BAppSc(Chiro).
*** Diplôme de chiropraxie (ie, Diploma in Chiropractic); professional title chiropracteur. D.C. may be displayed in France to mean diplômé(e) en chiropraxie; it must not automatically be interpreted as the North American Doctor of Chiropractic degree. It is a 5-year full-time program, equivalent to a Master's-level professional qualification (RNCP Level 7) in Europe.
**** In Chile, the Licenciatura en Quiropraxia is a second, post-professional specialization degree rather than an undergraduate entry-level program. Applicants must already hold an undergraduate degree in a health science field (such as Kinesiology, Medicine, or Nursing) spanning at least 8 semesters before completing the chiropractic program.

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5. World Health Organization. WHO Guidelines on Basic Training and Safety in Chiropractic. Geneva: World Health Organization; 2005.
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Session Summaries

Lifelong Learning: Advancing Chiropractic Education for the Future
13th World Federation of Chiropractic Global Education Conference
October 14–17, 2026
Utrecht, the Netherlands



For handouts – see online program.

For online program, click here



The Journey of Lifelong Learning: Preparing the Future Workforce

Date: Thursday, October 15, 2026 Time: 8:30 AM – 10:00 AM Session Number: WFCEdConf2026_T1A Credit Hours: 1.5 Room: Progress

SPEAKERS

MODERATOR: Rebekah Wilks, DC, BA, BS; World Federation of Chiropractic, United States
Rebekah Wilks is Secretary General Designate for the World Federation of Chiropractic previously serving as WFC Director of Strategy & Policy since 2021.

John Maltby, DC; World Federation of Chiropractic, United States
John Maltby serves as the Secretary General interim of the World Federation of Chiropractic and served on the WFC board from 2015 to 2025

Karin Kaptein, BS(Chiro); Netherlands Chiropractors' Association
Karin Kaptein graduated from AECC 1995. She has worked in private practice since 1995 and is the current president of the Netherlands Chiropractors' Association.

Ryan Coster, BSc, MChiro; President, WFC Board of Directors, Canada
Ryan Coster is a Canadian chiropractor, healthcare executive, and governance professional based in Moncton, New Brunswick. He holds degrees in biology, commerce, business administration, and chiropractic.

Yi Kai Wong, BSc Chiro, MSc PH, Senior Lecturer, IMU, Malaysia
Yi Kai Wong is Secretary/Treasurer on the Board of the World Federation of Chiropractic and focuses on policy, regulation, and evidence-informed practices.

Bart Green, DC, MSEd, PhD; National University of Health Sciences; Scripps Health, United States
Bart Green is a full-time chiropractor, Editor-in-Chief of the Journal of Chiropractic Education and is a founding member of the Chiropractic Educators Research Forum.

KEYNOTE: Peter de Jong, PhD; IAMSE, USA/Netherlands
Peter de Jong is the Immediate Past-President of the International Association of Medical Science Educators (IAMSE). This international organization focusses on the professional development of health professions educators around the world.

SESSION OVERVIEW

This opening session welcomes attendees and explores lifelong learning as a journey that begins in school and continues through every stage of our careers. Participants will consider why future chiropractors need curiosity, evidence use, reflection, adaptability, and teamwork. The session discusses workforce needs with habits that help clinicians keep improving as science, technology, patients, and health systems change.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe the key habits that support lifelong learning in the chiropractic workforce.
2: Discuss how changes in education and health care may affect the learning needs of chiropractors.
3: Create one action step to strengthen personal lifelong learning habits.

AGENDA/OUTLINE

- Introduction: Why lifelong learning skills are essential for tomorrow's chiropractic workforce.
- Welcome and overview of the conference.
- Keynote Presentation:
- Discussion. Questions and Answers.

Keynote speaker: Peter de Jong



Lifelong Learning in a Changing World: From Obligation to Opportunity
In an era defined by rapid technological advancement, expanding knowledge, and evolving professional roles, lifelong learning has become an essential capability rather than a formal requirement. This keynote explores lifelong learning beyond traditional notions of continuing education, reframing it as a continuous, self-directed, and adaptive process that spans personal, professional, and social dimensions.

REFERENCES and READING LIST

Frenk, J., Chen, L., Bhutta, Z. A., Cohen, J., Crisp, N., Evans, T., Fineberg, H., Garcia, P., Ke, Y., Kelley, P., Kistnasamy, B., Meleis, A., Naylor, D., Pablos-Mendez, A., Reddy, S., Scrimshaw, S., Sepulveda, J., Serwadda, D., & Zurayk, H. (2010). Health professionals for a new century. The Lancet, 376(9756), 1923–1958. https://doi.org/10.1016/S0140-6736(10)61854-5
Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). The adult learner: The definitive classic in adult education and human resource development (8th ed.). Routledge.



Overcoming Barriers to Lifelong Learning: How to Become Better Learners

Date: Thursday, October 15, 2026 Time: 10:30 AM – 12:00 PM Session Number: WFCEdConf2026_T1B Credit Hours: 1.5 Room: Progress

SPEAKERS

MODERATOR: Fatima Ismail, Mtech(Chiro), PhD; University of Johannesburg, South Africa
Fatima Ismail is Head of the Chiropractic Department at the University of Johannesburg, leading academic, clinical, and research innovation.

KEYNOTE: Molly Meri Robinson Nicol, DC; Technical Lead, Process Efficiency, World Health Organization, Switzerland
Molly Meri Robinson Nicol is an experienced technical expert and project manager with a demonstrated history of working in global public health at the international level. She is skilled in Nonprofit Organizations, Project Management, Coaching, Government, and Program Evaluation.

Espen Ohren, MChiro(Hons), BSc; European Chiropractors' Union, Norway
Espen Ohren is Secretary General of the European Chiropractors' Union and a practising chiropractor with experience in professional leadership, research facilitation and continuing education.

Lesley Haig, DPT, MSc; Health Sciences University, United Kingdom
Professor Lesley Haig is Vice Chancellor of Health Sciences University in the UK. With extensive experience in professional health education, she is a strong advocate for lifelong learning across the regulated health and care professions.

SESSION OVERVIEW

Many busy professionals want to continue learning but face barriers such as time constraints, cost, stress, poor study habits, and information overload. This session discusses common barriers and practical ways to become stronger learners. Topics include setting clear goals, asking better questions, using feedback, finding trusted information, and building learning routines that fit real work life. We will discuss organizational efficiency at individual, interpersonal, community, and societal levels.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Identify common barriers that limit lifelong learning for chiropractic students, practitioners, educators, and societal levels.
2: Describe learning challenges and suggest practical learning strategies.
3: Explain one strategy to improve learning in daily practice.

AGENDA/OUTLINE

- Introduction: Common barriers that prevent professionals from becoming effective learners.
- Keynote: Organizational efficiency and lifelong learning.
- Presentations: Identify personal learning barriers and develop solutions in small groups.
- Group discussion/activity: Discuss strategies that promote self-directed and reflective learning.
- Discussion. Questions and Answers.

Keynote speaker: Molly Meri Robinson Nicol



From Knowledge to Impact: A Value-Chain Approach to Lifelong Learning
This presentation reviews WHO principles of efficiency, transparency, accountability, and prioritization and applies these principles to lifelong learning.

REFERENCES and READING LIST

- Schueren S, Smith DL, Malaya CA, King JA, Schilaty ND. Continuing education for the chiropractic profession: a cross-sectional study analyzing potential barriers to future chiropractic academic and research development. Chiropractic & manual therapies. 2025 Aug 21;33(1):34.
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Chiropractic Advances as a Healthcare Profession in the Netherlands: Current Place in Healthcare and Education

Date: Thursday, October 15, 2026 Time: 1:00 PM – 2:00 PM Session Number: WFCEdConf2026_T2A Credit Hours: 1 Room: Progress

SPEAKERS

MODERATOR:
Christopher Yelverton, PhD, Mtech(Chiro); University of Johannesburg, South Africa
Christopher Yelverton is an Associate Professor at the University of Johannesburg and a Fellow of the Royal College of Chiropractors. He serves as President of the European Council on Chiropractic Education.

Karin Kaptein, BS(Chiro); Netherlands Chiropractors' Association, the Netherlands
Karin Kaptein graduated from AECC 1995. She has worked in private practice since 1995 and is the current president of the Netherlands Chiropractors' Association.

Vivian Kil, MChiro; European Chiropractors' Union, the Netherlands
Vivian Kil is President of the European Chiropractors' Union and former President of the World Federation of Chiropractic. She is a clinician and clinic director in the Netherlands with extensive experience in professional leadership, education, and international collaboration.

Espen Ohren, MChiro(Hons), BSc; European Chiropractors' Union, Norway
Espen Ohren, Secretary General of the European Chiropractors' Union, experienced professional leader and research facilitator and coordinator and editor of the European Consensus Statement on Chiropractic Education, Skills and Competencies.

SESSION OVERVIEW

This session reviews how chiropractic has grown as a health profession and how its education has changed over time. Participants will explore chiropractic's current role in health care, especially in the Netherlands and surrounding European regions. The session considers what education programs must do to prepare graduates for safe, ethical, and effective practice in changing health systems.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe major ways chiropractic education and practice has evolved as the profession has matured globally and in the Netherlands.
2: Analyze chiropractic's current role within broader health care systems.
3: Evaluate one opportunity for chiropractic education to better meet health system needs.

AGENDA/OUTLINE

- Introduction: Recent advances shaping chiropractic practice, education, and healthcare integration.
- Presentation: Map key milestones that changed chiropractic's role in healthcare.
- Group discussion/activity: Discuss opportunities for greater integration within health systems.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Meeker, W. C., & Haldeman, S. (2002). Chiropractic: A profession at the crossroads of mainstream and alternative medicine. Annals of Internal Medicine, 136(3), 216–227. https://doi.org/10.7326/0003-4819-136-3-200202050-00010
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Toolkit for Designing Implementable Interprofessional Learning Activities

Date: Thursday, October 15, 2026 Time: 1:00 PM – 2:00 PM Session Number: WFCEdConf2026_T2B Credit Hours: 1 Room: Mission 1

SPEAKERS

WORKSHOP LEADER: Fatima Ismail, Mtech(Chiro), PhD; University of Johannesburg, South Africa
Fatima Ismail is Head of the Chiropractic Department at the University of Johannesburg, leading academic, clinical, and research innovation.

Ashura Abdul-Rasheed, MTech(Chiro), PhD; University of Johannesburg, South Africa
Ashura Abdul-Rasheed is a Lecturer at the University of Johannesburg Chiropractic Department. She holds a PhD in Health Sciences and a master's in chiropractic.

Faye Deane, BSc(Chiro); Teesside University, United Kingdom
Faye Deane is a Senior Lecturer in Chiropractic with a research focus on musculoskeletal health policy, health systems, and access to care and is Vice President of the British Chiropractic Association.

Mark Stamper-Webster, BSc(Chiro), MSc(Chiro), MSC(PM); European Council on Chiropractic Education, Councils on Chiropractic Education International, United Kingdom
Mark Stamper-Webster is the Vice president of the European Council on Chiropractic Education and the Councils on Chiropractic Education International.

SESSION OVERVIEW

Interprofessional education (IPE) is essential for preparing health professions graduates for collaborative, patient-centered care. This highly interactive workshop introduces IPE-in-a-Box, a structured, evidence-informed toolkit designed to help educators move from intention to implementation. Participants will engage in a practical design sprint to create a context-relevant, implementable interprofessional learning activity aligned with the Interprofessional Education Collaborative (IPEC) Core Competencies. Participants will work in small groups using competency cards, structured templates, and guided prompts to design a feasible IPE activity suitable for the classroom. By the end of the workshop, attendees will leave with not only a deeper understanding of IPE design principles but also a completed activity blueprint that can be implemented, scaled, or adapted across diverse educational contexts.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Recognize the IPEC Core Competencies relevant to IPE design.
2: Identify practical opportunities to integrate IPE into classroom, clinical, or assessment contexts.
3: Create an IPEC-aligned interprofessional learning activity with defined outcomes and facilitation steps.

AGENDA/OUTLINE

- Introduction: Practical steps for creating successful interprofessional learning experiences.
- Presentations: Design an interprofessional activity involving chiropractic and another profession.
- Group discussion/activity: Discuss barriers and enablers to interprofessional education.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- World Health Organization. (2010). Framework for action on interprofessional education and collaborative practice. World Health Organization. https://iris.who.int/handle/10665/70185
- Reeves, S., Perrier, L., Goldman, J., Freeth, D., & Zwarenstein, M. (2013). Interprofessional education: Effects on professional practice and healthcare outcomes. Cochrane Database of Systematic Reviews, 2013(3), CD002213. https://doi.org/10.1002/14651858.CD002213.pub3

Chiropractic and Sports: Treatment and Biomechanics of the Lower Extremity and Effects on the Spine

Date: Thursday, October 15, 2026 Time: 1:00 PM – 2:00 PM Session Number: WFCEdConf2026_T2C Credit Hours: 1 Room: Mission 2

SPEAKER

Joel Carmichael, DC, PhD; University of Colorado School of Medicine, United States

Joel P. Carmichael was 2012 U.S. Olympic Team physician, serves as the International Federation of Sports Chiropractic (FICS) Research Commission Secretary and its Education Subcommittee Chair, with more than 40 years of expertise in spine and sports medicine.

SESSION OVERVIEW

This workshop focuses on how lower extremity function can affect the spine in athletes and active patients. Participants will review biomechanics of the hip, knee, ankle, and foot and connect these findings to common movement problems. The session will also discuss chiropractic evaluation and treatment approaches that support safe performance, injury prevention, and better movement across the whole kinetic chain.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe how lower extremity biomechanics can influence spinal function.
2: Analyze common movement findings that may affect sports performance and spine health.
3: Apply clinical reasoning to select a chiropractic management approach for a lower extremity case.

AGENDA/OUTLINE

- Introduction: Lower-extremity biomechanics and their influence on spinal function in athletes.
- Presentation: Analyze a sports case involving lower-extremity dysfunction and spinal effects.
- Group discussion/activity: Discuss treatment approaches that improve athletic movement.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Brukner, P., & Khan, K. (2017). Brukner & Khan's clinical sports medicine: Injuries (5th ed.). McGraw-Hill Education.
- Powers, C. M. (2010). The influence of abnormal hip mechanics on knee injury. Journal of Orthopaedic & Sports Physical Therapy, 40(2), 42–51. https://doi.org/10.2519/jospt.2010.3337



Education Research: Research Abstract Presentations 1

Date: Thursday, October 15, 2026 Time: 1:00 PM – 2:00 PM Session Number: WFCEdConf2026_T2D Credit Hours: 1 Room: Quest

SPEAKERS

MODERATOR: Celia Maguire, BS, DC; Parker University, United States
Celia Maguire is Dean of Academics for the College of Chiropractic at Parker University. She strives to ensure educational best practices in assessment, authentic clinical experience in the academic environment, and data-driven leadership.

Bridging competency-based assessment and professional regulation: development of a clinical reasoning assessment tool for peer assessment
Danica Brousseau

Development and implementation of a horizontally integrated basic sciences course in chiropractic education: A descriptive report
Mike Wiles

Do you need clinical knowledge to learn clinical reasoning? Making the implicit explicit
Mike Wiles

Student attitudes to simulation-based interprofessional learning: A single-group pre- and post-test cohort study
James Oldham

Educational trends in item performance: A longitudinal analysis of difficulty and discrimination in professional examinations
Igor Himelfarb

Shaping the future of education: A structured analysis of competency-based learning, post-pandemic trends, and AI integration
Igor Himelfarb

SESSION OVERVIEW

This session features education research abstract presentations. Presenters will share short studies, projects, or innovations related to chiropractic education, lifelong learning, assessment, curriculum, teaching, and student development. Participants will listen for the research question, methods, findings, and practical meaning and engage in discussion with presenters. The session encourages scholarly discussion and helps turn education questions into useful evidence.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe the purpose, methods, and key findings of selected education research abstracts.
2: Analyze how education research findings may apply to chiropractic teaching or learning.
3: Evaluate the strength and practical value of the presented education research projects.

AGENDA/OUTLINE

- Introduction: Presentation of additional educational research and innovations.
- Presentation: Analyze selected abstracts and identify future research needs.
- Group discussion/activity: Discuss applications of findings to educational practice.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Johnson CD, Green BN, Amorin-Woods LG, Arar I, Burnham KD, Byfield DC, Carmichael JP, Crespo W, Dewhurst P, Doucet C, Dunn AS. Global status of chiropractic education research and scholarly publications: a scoping review. JBI evidence synthesis. 2025 Apr 1;23(4):638-703.
- WFC. Twelfth World Federation of Chiropractic Global Education Conference: "Technology and Innovation: Shaping the Future of Chiropractic Education". The Journal of Chiropractic Education. 2024 Oct 10;38(2):190.



Best Practices in Establishing Chiropractic Programs: Lessons from the Field

Date: Thursday, October 15, 2026 Time: 2:15 PM – 3:15 PM Session Number: WFCEdConf2026_T3A Credit Hours: 1 Room: Progress

SPEAKERS

MODERATOR: Tom Michielsen, MD, MSc(Chiro); Dutch Belgian Research Institute of Chiropractic, Belgium
Tom Michielsen works as a chiropractor in a private group practice in Belgium. He is involved in teaching the local GEP students and is currently the director of the Dutch-Belgian Research Institute of Chiropractic.

Rebekah Wilks, DC, BA, BS; World Federation of Chiropractic, United States
Rebekah Wilks is Secretary General Designate for the World Federation of Chiropractic previously serving as WFC Director of Strategy & Policy since 2021.

Michael Schneider, DC, PhD; Doctor of Chiropractic Program, University of Pittsburgh, United States
Michael Schneider is a Full Professor at the University of Pittsburgh, where he was recently appointed as the inaugural Director of the Doctor of Chiropractic program, which is the first DC program to be offered by a research-intensive public university in the United States.

Kenneth Young, DC, PhD; Victoria University, Australia
Kenneth Young is an Associate Professor and has recently initiated a chiropractic program at Victoria University in Melbourne, Australia.

Stephen Wang, BS(BusManagement); Jin Ji Jian China Chiropractic Academic Center, China
Stephen Wang is Founder & CEO of Jin Ji Jian, a social enterprise advancing spinal and brain health in China through chiropractic education and professional certification. He is seeking more information about bringing chiropractic to China.

SESSION OVERVIEW

Starting or improving a chiropractic program requires clear mission, strong leadership, qualified faculty, clinical training, assessment systems, student support, and quality improvement. This session shares lessons from programs that have built or revised chiropractic education programs. Participants will consider how to plan responsibly, meet standards, support faculty, and create a program that can grow while maintaining quality.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Identify key elements needed to establish a high-quality chiropractic education program.
2: Analyze lessons from program development that can reduce common risks.
3: Discuss important items for implementing or improving a chiropractic program.
4. Develop a list of the top 10 most important actions that leaders should take when starting a chiropractic program.

AGENDA/OUTLINE

- Presentation: Key lessons from developing successful chiropractic education programs in Australia and United States.
- Presentation: Challenges and needs in a country that does not yet have chiropractic programs, the view from China.
- Group discussion/activity: Discuss common challenges during program development.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Harden, R. M. (2001). AMEE Guide No. 21: Curriculum mapping. Medical Teacher, 23(2), 123–137. https://doi.org/10.1080/01421590120036547
- Johnson CD, Green BN, Amorin-Woods L, Byfield D, Crespo-Rivera W, Dewhurst P, Doucet C, Dunn A, Fox M, Jones-Harris A, Kolberg C. Program standards and student competencies among global chiropractic accreditation agencies: a content analysis. BMC medical education. 2025 Oct 21;25(1):1473.



Assessing Rehabilitation Competency with Standardized Patients: A Global Overview

Date: Thursday, October 15, 2026 Time: 2:15 PM – 3:15 PM Session Number: WFCEdConf2026_T3B Credit Hours: 1 Room: Mission 1

SPEAKERS

WORKSHOP LEADER: Jean-Luc Gauthier, DC, MSc; Université du Québec à Trois-Rivières, Canada
Jean-Luc Gauthier is a lecturer specializing in biomechanics and myofascial tissues.

Brett Guist, BHSc, MS, DC; Canadian Memorial Chiropractic College, Canada
Brett Guist is a chiropractor and faculty member at The Canadian Memorial Chiropractic College.

Michael Vianin, MScRehab, DC; Lausanne University Hospital, Switzerland
Michael Vianin is a supervising clinician at the University Hospital (CHUV) in Lausanne and an international lecturer in musculoskeletal rehabilitation and pain management.

Katie de Luca, BAppSci, Mchiro, PhD; Queensland University, Australia
Katie de Luca is the Chair of the WFC Disability and Rehabilitation Committee.

SESSION OVERVIEW

Assessing rehabilitation competencies remains challenging in chiropractic education because curricula, assessment practices, and the use of standardized patients (SPs) vary across institutions. This interactive World Café workshop will bring together educators from around the world to identify and refine observable behaviors, performance indicators, and competency domains that should guide the development of rehabilitation assessment rubrics. Through structured discussions grounded in the WHO Rehabilitation Competency Framework, participants will help develop an international bank of behavioral indicators to support future assessment tools, OSCE development, and collaborative research to advance competency evaluation.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Compare current approaches used to assess rehabilitation competencies across chiropractic programs.
2: Identify and prioritize the key performance indicators and assessment criteria within competency domains that should be included in rehabilitation assessment rubrics.
3: Contribute to the development of recommendations that can guide future research and the creation of standardized, valid, and meaningful rubric-based assessments for rehabilitation competencies.

AGENDA/OUTLINE

- Challenges in rehabilitation competency assessment
- WHO Rehabilitation Competency Framework overview
- World Café: developing behavioral indicators and competency criteria
- Key findings and implications for rubric development

REFERENCES and READING LIST

- Elendu C, Amaechi DC, Okatta AU, Amaechi EC, Elendu TC, Ezeh CP, Elendu ID. The impact of simulation-based training in medical education: A review. Medicine (Baltimore). 2024 Jul 5;103(27):e38813. doi: 10.1097/MD.0000000000038813. PMID: 38968472; PMCID: PMC11224887.
- Hecimovich M, Volet S. Simulated learning in musculoskeletal assessment and rehabilitation education: comparing the effect of a simulation-based learning activity with a peer-based learning activity. BMC Med Educ. 2014 Nov 29;14:253. doi: 10.1186/s12909-014-0253-6. PMID: 25471306.



Women's Health and Chiropractic: Best Practices in Chiropractic Practice

Date: Thursday, October 15, 2026 Time: 2:15 PM – 3:15 PM Session Number: WFCEdConf2026_T3C Credit Hours: 1 Room: Mission 2

SPEAKER

Kristina Petrocco-Napuli, DC, MS, DHPE; Whole Health Care Solutions, United States

Kristina Petrocco-Napuli, is the Chief Executive Officer of Whole Health Care Solutions. She is the Founding President of the ACA Council on Women's Health and has lectured extensively on women's health topics worldwide.

SESSION OVERVIEW

Women's health includes issues such as pregnancy, pelvic health, pain, aging, bone health, and access to respectful, evidence-informed care. This workshop reviews best practices for chiropractors who care for women across the lifespan. Participants will discuss communication, screening, referral, evidence-informed manual care, safety, and collaborative practice. The focus is practical care that is patient-centered, ethical, and sensitive to each person's needs.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe key women's health concerns relevant to chiropractic practice.
2: Analyze when chiropractic care, referral, or co-management may be appropriate.
3: Apply patient-centered communication strategies to women's health care.

AGENDA/OUTLINE

- Introduction: Evidence-informed approaches to women's health in chiropractic practice.
- Presentation: Discuss cases involving pregnancy and pelvic health concerns.
- Group discussion/activity: Discuss best practices for patient-centered women's healthcare.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Borggren, C. L. (2007). Pregnancy and chiropractic: A narrative review of the literature. Journal of Chiropractic Medicine, 6(2), 70–74. https://doi.org/10.1016/j.jcme.2007.04.004
- Maiers M, Agaoglu M, Brown R, Cassirer C, DaSilva K, Lystad RP, Mohammad S, Wong JJ. Chiropractic in global health and wellbeing: a white paper describing the public health agenda of the World Federation of Chiropractic. Chiropractic & Manual Therapies. 2018 Jul 17;26(1):26.



Education Research: Research Abstract Presentations 2

Date: Thursday, October 15, 2026 Time: 2:15 PM – 3:15 PM Session Number: WFCEdConf2026_T3D Credit Hours: 1 Room: Quest

SPEAKERS

MODERATOR: Celia Maguire, BS, DC; Parker University, United States
Celia Maguire is Dean of Academics for the College of Chiropractic at Parker University. She strives to ensure educational best practices in assessment, authentic clinical experience in the academic environment, and data-driven leadership.

Rural musculoskeletal health in South Africa: Outcomes and reflections from a chiropractic education initiative
Ashura Abdul-Rasheed

Comparison of generative artificial intelligence chatbots on selecting optimal recommendations for chiropractic care
John Ward

Virtual reality simulation in radiography teaching for chiropractic students: A mixed-methods study
Henrik Hein Lauridsen

Prevalence of burnout among chiropractic educators in Malaysia
Subash Srivastav

The innovation and evolution of clinical manikin simulation in chiropractic education: A 15-year descriptive report
Sophia da Silva-Oolup

Chiropractic students' ability to assess blood pressure accurately: A retrospective review
Sophia da Silva-Oolup

SESSION OVERVIEW

This session features education research abstract presentations. Presenters will share short studies, projects, or innovations related to chiropractic education, lifelong learning, assessment, curriculum, teaching, and student development. Participants will listen for the research question, methods, findings, and practical meaning and engage in discussion with presenters. The session encourages scholarly discussion and helps turn education questions into useful evidence.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe the purpose, methods, and key findings of selected education research abstracts.
2: Analyze how education research findings may apply to chiropractic teaching or learning.
3: Evaluate the strength and practical value of the presented education research projects.

AGENDA/OUTLINE

- Introduction: Presentation of additional educational research and innovations.
- Presentation: Analyze selected abstracts and identify future research needs.
- Group discussion/activity: Discuss applications of findings to educational practice.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Johnson CD, Green BN, Amorin-Woods LG, Arar I, Burnham KD, Byfield DC, Carmichael JP, Crespo W, Dewhurst P, Doucet C, Dunn AS. Global status of chiropractic education research and scholarly publications: a scoping review. JBI evidence synthesis. 2025 Apr 1;23(4):638-703.
- WFC. Twelfth World Federation of Chiropractic Global Education Conference: "Technology and Innovation: Shaping the Future of Chiropractic Education". The Journal of Chiropractic Education. 2024 Oct 10;38(2):190.



Best Practices in Chiropractic Accreditation: The Future for Global Regions

Date: Thursday, October 15, 2026 Time: 3:45 PM – 4:45 PM Session Number: WFCEdConf2026_T4A Credit Hours: 1 Room: Progress

SPEAKERS

MODERATOR: Craig Little, EdD; Council on Chiropractic Education, United States
Craig Little is the President and CEO of the Council on Chiropractic Education (CCE). He is a member of the Association of Specialized and Professional Accreditors and has served as Chair of its Board of Directors since 2025.

Penelope Bance, BA(Hons); General Chiropractic Council, United Kingdom
Penelope Bance is Director of Development at the General Chiropractic Council, UK. She is responsible for Education, Policy, Standards, Communications, and Engagement functions.

Christopher Yelverton, PhD, Mtech(Chiro); University of Johannesburg, South Africa
Christopher Yelverton is an Associate Professor at the University of Johannesburg and a Fellow of the Royal College of Chiropractors. He serves as President of the European Council on Chiropractic Education.

Terry Crisp, BAppSc(Chiro); Council on Chiropractic Education Australasia
Australia
Terry Crisp has been involved in Chiropractic accreditation for twenty years and has served as President of the Council on Chiropractic Education International.

SESSION OVERVIEW

Accreditation helps protect students, patients, and the public by setting expectations for program quality. This session looks at how chiropractic accreditation can support growth in global regions while allowing local flexibility. Discussion will include local relevance, such as the Netherlands. Participants will explore myths and facts about standards, peer review, outcomes, transparency, and continuous improvement.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe the purpose of accreditation in health professions education.
2: Analyze how accreditation can support quality across global regions.
3: Discuss strategies for strengthening chiropractic accreditation in a region, including the Netherlands.

AGENDA/OUTLINE

- Introduction: Emerging trends and global perspectives in chiropractic accreditation.
- Presentation: Compare accreditation approaches from different world regions.
- Group discussion/activity: Discuss future directions for international accreditation standards.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Eaton, J. S. (2012). An overview of U.S. accreditation. Council for Higher Education Accreditation. https://www.chea.org/overview-us-accreditation
- Peterson CK, Randhawa K, Shaw L, Shobbrook M, Moss J, Edmunds LV, Potter D, Pallister S, Webster M. The councils on chiropractic education international mapping project: comparison of member organizations' educational standards to the councils on chiropractic education international framework document. Journal of Chiropractic Humanities. 2022 Jan 1;29(Suppl_C):1-6.



Designing Your Personal Learning System: How to Be a Better Lifelong Learner

Date: Thursday, October 15, 2026 Time: 3:45 PM – 4:45 PM Session Number: WFCEdConf2026_T4B Credit Hours: 1 Room: Mission 1

SPEAKERS

Jayne Moschella, BS, DC; Parker University, United States

Jayne Moschella is Executive Vice President, Provost, and Chief Academic Officer at Parker University, where she oversees academic operations, research, and student support.

Lia Nightingale, PhD; Palmer College of Chiropractic, United States

Lia M. Nightingale is the Associate Dean of Life Sciences at Palmer College of Chiropractic, where she integrates evidence-based practice into her teaching of biochemistry, foundational nutrition, and clinical nutrition.

SESSION OVERVIEW

A personal learning system is a simple plan for finding, studying, using, and reviewing new information. This workshop helps participants build a system that fits their goals and work schedule. Topics include choosing trusted sources, setting learning goals, using reflection, saving useful information, applying new knowledge to practice, and checking whether learning is improving patient care and professional growth.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to

1: Describe the parts of an effective personal learning system.

2: Analyze personal learning needs and choose trusted information sources.

3: Create a personal learning system that supports ongoing professional development.

AGENDA/OUTLINE

- Introduction: Building a structured system for continuous professional learning.
- Presentation: Create a personal learning plan with goals and resources.
- Group discussion/activity: Discuss methods for tracking lifelong learning progress.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Ericsson, K. A., Krampe, R. T., & Tesch-Römer, C. (1993). The role of deliberate practice in the acquisition of expert performance. Psychological Review, 100(3), 363–406. https://doi.org/10.1037/0033-295X.100.3.363
- Mann, K., Gordon, J., & MacLeod, A. (2009). Reflection and reflective practice in health professions education. Advances in Health Sciences Education, 14(4), 595–621. https://doi.org/10.1007/s10459-007-9090-2



Chiropractic Care of Children and Adolescents: What to Know About Pediatric Care

Date: Thursday, October 15, 2026 Time: 3:45 PM – 4:45 PM Session Number: WFCEdConf2026_T4C Credit Hours: 1 Room: Mission 2

SPEAKERS

WORKSHOP LEADER: Jenny Brocker, DC; ACA Council on Chiropractic Pediatrics, United States
Jenny Brocker specializes in pediatrics, with diplomate status from the ICCP and ABCP. She has served as President of the ACA Pediatrics Council and is a founding member of its certifying board and is a founding instructor for Logan University's master's in chiropractic pediatrics program.

Mike Marinus, MScPaeds, MTechChiro; Logan University, United Kingdom
Mike Marinus completed his master's degree in Paediatric Musculoskeletal Health, is a founder member of Paediatric Chiropractic Africa, and teaches in a masters in chiropractic pediatric program.

Chantale Doucet, DC, MSc; Université du Québec à Trois-Rivières, Canada
Chantale Doucet is a Clinical Professor and serves as Director of the University Chiropractic Clinic. Her expertise focuses on neuromusculoskeletal health in perinatal, pediatric, and pregnant populations.

Anna Papadopoulou, MChiro, MSc(App); Logan University, Cyprus
Anna Papadopoulou specializes in pregnancy care, pediatric musculoskeletal health, and functional neurology. She holds a Chiropractic degree, a Master's in Pediatric Musculoskeletal Health, and DACNB certification.

SESSION OVERVIEW

This session gives chiropractors and educators a practical overview of care of infants, children, and adolescents. Participants will review development, communication with families, common presentations, safety, documentation, consent, and when to refer. The workshop emphasizes that pediatric care should be thoughtful, evidence-informed, family-centered, and appropriate for the child's age, needs, and health status.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe essential safety and communication principles in pediatric chiropractic care.
2: Analyze pediatric cases for red flags and referral needs.
3: Apply family-centered care principles to a child or adolescent case.

AGENDA/OUTLINE

- Introduction: Essential knowledge for safe and effective pediatric chiropractic care.
- Presentation: Review pediatric cases and identify appropriate management decisions.
- Group discussion/activity: Discuss communication and safety in pediatric practice.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Hawk, C., Schneider, M. J., Vallone, S., & Hewitt, E. G. (2016). Best practices for chiropractic care of children: A consensus update. Journal of Manipulative and Physiological Therapeutics, 39(3), 158–168. https://doi.org/10.1016/j.jmpt.2016.02.015
- Keating G, Hawk C, Amorin-Woods L, Amorin-Woods D, Vallone S, Farabaugh R, Todd A, Ferrance R, Young J, O'Neill Bhogal S, Sexton H. Clinical practice guideline for best practice management of pediatric patients by chiropractors: results of a delphi consensus process. Journal of Integrative and Complementary Medicine. 2024 Mar;30(3):216-32.



Inclusion of Chiropractic in Healthcare in the Netherlands: A Political View

Date: Thursday, October 15, 2026 Time: 3:45 PM – 4:45 PM Session Number: WFCEdConf2026_T4E Credit Hours: 1 Room: Expedition

SPEAKERS

MODERATOR: Karin Kaptein, BS(Chiro); Netherlands Chiropractors' Association
Karin Kaptein graduated from AECC 1995. She has worked in private practice since 1995 and is the current president of the Netherlands Chiropractors' Association.

Elly van Wijk
Elly van Wijk is a Dutch lawyer, Senior Legal Counsel at Rabobank and a Member of the Dutch Senate (Eerste Kamer).

Jacqueline van den Hil
Jacqueline van den Hil is a Dutch healthcare professional, healthcare administrator and former Member of the Dutch House of Representatives (Tweede Kamer) for the People's Party for Freedom and Democracy (VVD).

Liane den Haan
Liane den Haan is a Dutch executive and former Member of Parliament with extensive experience in healthcare, advocacy, governance and social policy.

SESSION OVERVIEW

Stakeholder engagement is essential when developing and integrating the chiropractic profession into the larger healthcare system. The purpose of this session is to engage political representatives in an active discussion that will help everyone better understand the concerns – but more importantly – the solutions – for inclusion of chiropractic care.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Understand the complexities of inclusion of chiropractic in the Dutch healthcare system.
2: Understand views and concerns of Dutch politicians about the state of chiropractic in the Netherlands.
3: Analyze current evidence about chiropractic care from a political viewpoint.

AGENDA/OUTLINE

- Presentation: Current concepts of chiropractic from various political views.
- Group discussion/activity: Discuss common challenges and solutions regarding chiropractic inclusion into the Dutch healthcare system. Include questions from the audience.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Meeker WC, Haldeman S. Chiropractic: a profession at the crossroads of mainstream and alternative medicine. Annals of internal medicine. 2002 Feb 5;136(3):216-27.
- Manga P. Economic case for the integration of chiropractic services into the health care system. Journal of manipulative and physiological therapeutics. 2000 Feb 1;23(2):118-22.



Education Research: Research Abstract Presentations 3

Date: Thursday, October 15, 2026 Time: 3:45 PM – 4:45 PM Session Number: WFCEdConf2026_T4D Credit Hours: 1 Room: Quest

SPEAKERS

MODERATOR: Brett Guist, BHSc, MS, DC; Canadian Memorial Chiropractic College, Canada
Brett Guist is a faculty member at The Canadian Memorial Chiropractic College and a member of the Disability and Rehabilitation Committee with the World Federation of Chiropractic.

Uses, needs, and perceptions of artificial intelligence in health sciences education: A mixed-methods survey study
Ilija Arar

Exploring personal and professional development through an international chiropractic community health placement: A qualitative study
JaHyeon Min

Chiropractic-led interprofessional rounds: A descriptive interprofessional education model
Mark Labrecque

Evaluating the impact of an International Online Student Healthcare Conference on interprofessional education and research engagement: A mixed-methods study
Faye Deane

Supporting early career chiropractic academics in health professional education curriculum design: Developing educational capability within a new program
Navine Haworth

A scoping review on touch in the chiropractic profession and curricula
Navine Haworth

SESSION OVERVIEW

This session features education research abstract presentations. Presenters will share short studies, projects, or innovations related to chiropractic education, lifelong learning, assessment, curriculum, teaching, and student development. Participants will listen for the research question, methods, findings, and practical meaning and engage in discussion with presenters. The session encourages scholarly discussion and helps turn education questions into useful evidence.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe the purpose, methods, and key findings of selected education research abstracts.
2: Analyze how education research findings may apply to chiropractic teaching or learning.
3: Evaluate the strength and practical value of the presented education research projects.

AGENDA/OUTLINE

- Introduction: Presentation of additional educational research and innovations.
- Presentation: Analyze selected abstracts and identify future research needs.
- Group discussion/activity: Discuss applications of findings to educational practice.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Johnson CD, Green BN, Amorin-Woods LG, Arar I, Burnham KD, Byfield DC, Carmichael JP, Crespo W, Dewhurst P, Doucet C, Dunn AS. Global status of chiropractic education research and scholarly publications: a scoping review. JBI evidence synthesis. 2025 Apr 1;23(4):638-703.
- WFC. Twelfth World Federation of Chiropractic Global Education Conference: "Technology and Innovation: Shaping the Future of Chiropractic Education". The Journal of Chiropractic Education. 2024 Oct 10;38(2):190.



The Importance of Chiropractic Research in Universities: What Needs to Happen Next

Date: Thursday, October 15, 2026 Time: 5:00 PM – 6:00 PM Session Number: WFCEdConf2026_T5A Credit Hours: 1 Room: Progress

SPEAKERS

MODERATOR: Tom Michielsen, MD, MSc(Chiro); Dutch Belgian Research Institute of Chiropractic, Belgium
Tom Michielsen works as a chiropractor in a private group practice in Belgium. He is involved in teaching the local GEP students and is currently the director of the Dutch-Belgian Research Institute of Chiropractic.

Annemarie de Zoete, PhD; Erasmus MC, University Medical Center Rotterdam, Netherlands
Annemarie de Zoete is a chiropractor working part-time in clinical practice and at the Department of General Practice at Erasmus Medical Centre in Rotterdam, the Netherlands. Her work focuses on increasing the number of chiropractic PhDs and establishing chiropractic education in the Netherlands.

Sidney M Rubinstein, DC, PhD; Vrije Universiteit, Amsterdam, Nederland
Sidney Rubinstein is an endowed professor at Vrije Universiteit (VU) Amsterdam, the Netherlands. His expertise lies in systematic reviews and meta-analyses, with research interests in the effectiveness and cost-effectiveness of musculoskeletal interventions.

Michael Schneider, DC, PhD; Doctor of Chiropractic Program, University of Pittsburgh, United States
Michael Schneider is a Full Professor at the University of Pittsburgh, where he was recently appointed as the inaugural Director of the Doctor of Chiropractic program, which is the first DC program to be offered by a research-intensive public university.

SESSION OVERVIEW

Universities can help chiropractic grow through research, teaching, clinical service, and partnerships. This session explores why research matters for professional credibility, patient care, policy, and education. Participants will discuss what needs to happen next, including building research culture, mentoring faculty and students, improving methods, supporting publication, and connecting research questions to real patient and community needs.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe why research is important for chiropractic universities and the profession.
2: Analyze barriers that limit chiropractic research capacity in universities.
3: Discuss strategies for bringing chiropractic research into universities.

AGENDA/OUTLINE

- Introduction: Why universities need stronger chiropractic research programs and cultures.
- Presentation: Identify priorities for increasing research capacity in universities.
- Group discussion/activity: Discuss actions needed to strengthen scholarly productivity.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Johnson CD, Green BN, Amorin-Woods LG, Arar I, Burnham KD, Byfield DC, Carmichael JP, Crespo W, Dewhurst P, Doucet C, Dunn AS. Global status of chiropractic education research and scholarly publications: a scoping review. JBI evidence synthesis. 2025 Apr 1;23(4):638-703.
- Haldeman, S., Dagenais, S., Budgell, B., Grunnet-Nilsson, N., Hooper, P. D., Meeker, W. C., Triano, J. J., & O'Shaughnessy, J. (2006). Guidelines for chiropractic quality assurance and practice parameters. Journal of Manipulative and Physiological Therapeutics, 29(7), 533–554. https://doi.org/10.1016/j.jmpt.2006.07.004



Lifelong Learning: How to Maximize Your Professional Development Plan

Date: Thursday, October 15, 2026 Time: 5:00 PM – 6:00 PM Session Number: WFCEdConf2026_T5B Credit Hours: 1 Room: Mission 1

SPEAKERS

WORKSHOP LEADER: Michael Wiles, DC, MEd, MS, EdD; University of Pittsburgh, United States
Michael Wiles is a Professor and Associate Director for the chiropractic program at the University of Pittsburgh. His long career in chiropractic has included practice, teaching, and administrative roles over 50 years.

SESSION OVERVIEW

A professional development plan helps chiropractors learn with purpose instead of only attending random courses or learning activities. This workshop shows how to set goals, choose learning activities, track progress, reflect on outcomes, and connect learning to patient care and career growth. Participants will leave with practical steps for making continuing professional development more focused, useful, and measurable.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe the main parts of a professional development plan.
2: Analyze learning needs to select appropriate professional development activities.
3: Create a measurable professional development goal for chiropractic practice.

AGENDA/OUTLINE

- Introduction: Strategies for creating meaningful professional development plans.
- Presentation: Evaluate and revise a sample professional development plan.
- Group discussion/activity: Discuss how learning plans support career advancement (education and/or practice).
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Cervero, R. M., & Gaines, J. K. (2015). The impact of CME on physician performance and patient health outcomes. Chest, 147(5), 1249–1255. https://doi.org/10.1378/chest.14-2459
- Davis, D., O'Brien, M. A. T., Freemantle, N., Wolf, F. M., Mazmanian, P., & Taylor-Vaisey, A. (1999). Impact of formal continuing medical education. JAMA, 282(9), 867–874. https://doi.org/10.1001/jama.282.9.867



Sports Chiropractic: Impact of Chiropractic Care on Athletes

Date: Thursday, October 15, 2026 Time: 5:00 PM – 6:00 PM Session Number: WFCEdConf2026_T5C Credit Hours: 1 Room: Mission 2

SPEAKERS

WORKSHOP LEADER: Brian Nook, DC; Fédération Internationale de Chiropratique du Sport, Australia
Brian Nook is the Fédération Internationale de Chiropratique du Sport (FICS) Secretary General, member of FICS for over 35 years.

Katie de Luca, BAppSci, Mchiro, PhD; Fédération Internationale de Chiropratique du Sport, Australia
Katie de Luca is the Chair of the Research Commission of the Fédération Internationale de Chiropratique du Sport (FICS).

SESSION OVERVIEW

Sports chiropractors increasingly contribute to athlete health, performance, and access to care worldwide. This workshop explores outcomes from international sporting events, emerging research opportunities, and collaborative approaches to athlete management while highlighting FICS initiatives that support global athlete health equity.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe the utilization and outcomes of sports chiropractic care at international sporting events.
2: Discuss emerging research, education, and collaboration opportunities available through FICS.
3: Analyze the role of sports chiropractors within multidisciplinary and resource-limited sporting environments.
4: Evaluate evidence-informed approaches to athlete management.

AGENDA/OUTLINE

- Introduction: FICS and global athlete care.
- Presentation: Impact of chiropractic care on athletes.
- Group discussion/activity: Interactive athlete management
- Discussion. Athlete health equity and resource-limited environments. Questions and Answers.

REFERENCES and READING LIST

- Nook et al. (2023) Utilization of Chiropractic Care at The World Games 2017: A retrospective Descriptive Study. JMPT, 46:271-279.
- Hyde TE, Gengenbach MS, editors. Conservative management of sports injuries. Jones & Bartlett Learning; 2007.



Education Research: Research Abstract Presentations 4

Date: Thursday, October 15, 2026 Time: 5:00 PM – 6:00 PM Session Number: WFCEdConf2026_T5D Credit Hours: 1 Room: Quest

SPEAKERS

MODERATOR: Brett Guist, BHSc, MS, DC; Canadian Memorial Chiropractic College, Canada
Brett Guist is a faculty member at The Canadian Memorial Chiropractic College and a member of the Disability and Rehabilitation Committee with the World Federation of Chiropractic.

Manikin-based simulation within the University of Zurich Chiropractic Medicine Study Program: A mixed-methods case study
Lindsay Gorrell

Designing game-based learning for manual therapy skills in the context of peer mentoring: A descriptive report
Charles-Olivier Pelletier

AI-Enhanced virtual reality communication training for complex patient encounters in pre-clinical chiropractic education
Mary Lee Carter

Statutory regulators' views on continuing professional development: A qualitative study of UK osteopathy and chiropractic
Kenneth Young

Modern teaching for clinical education involving manual therapy: A 6-pillar approach
Kenneth Young

SESSION OVERVIEW

This session features education research abstract presentations. Presenters will share short studies, projects, or innovations related to chiropractic education, lifelong learning, assessment, curriculum, teaching, and student development. Participants will listen for the research question, methods, findings, and practical meaning and engage in discussion with presenters. The session encourages scholarly discussion and helps turn education questions into useful evidence.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe the purpose, methods, and key findings of selected education research abstracts.
2: Analyze how education research findings may apply to chiropractic teaching or learning.
3: Evaluate the strength and practical value of the presented education research projects.

AGENDA/OUTLINE

- Introduction: Presentation of additional educational research and innovations.
- Presentation: Analyze selected abstracts and identify future research needs.
- Group discussion/activity: Discuss applications of findings to educational practice.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Johnson CD, Green BN, Amorin-Woods LG, Arar I, Burnham KD, Byfield DC, Carmichael JP, Crespo W, Dewhurst P, Doucet C, Dunn AS. Global status of chiropractic education research and scholarly publications: a scoping review. JBI evidence synthesis. 2025 Apr 1;23(4):638-703.
- WFC. Twelfth World Federation of Chiropractic Global Education Conference: "Technology and Innovation: Shaping the Future of Chiropractic Education". The Journal of Chiropractic Education. 2024 Oct 10;38(2):190.

Social Event

Date: Thursday, October 15, 2026 Time: 6:45 PM – 8:45 PM Location: Offsite. Ticket purchase required





Advancing Chiropractic Education Globally

Date: Friday, October 16, 2026 Time: 8:30 AM – 10:00 AM Session Number: WFCEdConf2026_F1A Credit Hours: 1.5 Room: Progress

SPEAKERS

MODERATOR: Rebekah Wilks, DC, BA, BS; World Federation of Chiropractic, United States
Rebekah Wilks is Secretary General Designate for the World Federation of Chiropractic previously serving as WFC Director of Strategy & Policy since 2021.

John Maltby, DC; World Federation of Chiropractic, United States
John Maltby serves as the Secretary General interim of the World Federation of Chiropractic and served on the WFC board from 2015 to 2025

Dawn Dane, EdD, MSc(Chiro), BSc(hons); McTimoney College of Chiropractic, United Kingdom
Dawn Dane is Director of Quality Enhancement at McTimoney College of Chiropractic and member of the RCC Education Faculty.

Deb Bushway, PhD; Northwestern Health Sciences University, United States
Deborah J. Bushway serves as the President and CEO of Northwestern Health Sciences University. She pioneered the development and implementation of a successful competency-based, direct assessment program.

Mark Stamper-Webster, BSc(Chiro), MSc(Chiro), MSC(PM); European Council on Chiropractic Education, Councils on Chiropractic Education International, United Kingdom
Mark Stamper-Webster is the Vice President of both the European Council on Chiropractic Education and the Councils on Chiropractic Education International.

SESSION OVERVIEW

Chiropractic education is expanding in many regions, but growth must be matched with quality, resources, and local relevance. This session explores global trends in chiropractic education and the need for shared standards, faculty development, research, accreditation, and ethical clinical training. WFC Leadership will share current advances and future plans. Participants will discuss ways to advance education while respecting culture, regulation, and workforce needs.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe major regional factors that influence chiropractic education.
2: Analyze challenges and opportunities in expanding chiropractic education internationally.
3: Discuss strategies to support responsible global growth in chiropractic education.

AGENDA/OUTLINE

- Introduction: Global trends and opportunities in chiropractic education development.
- Presentation: Identify strategies to expand chiropractic education internationally.
- Group discussion/activity: Discuss priorities for improving global educational collaboration.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Mrozek JP, Till H, Taylor-Vaisey AL, Wickes D. Research in chiropractic education: an update. Journal of manipulative and physiological therapeutics. 2006 Nov 1;29(9):762-73.
- Johnson CD, Green BN, Amorin-Woods LG, Arar I, Burnham KD, Byfield DC, Carmichael JP, Crespo W, Dewhurst P, Doucet C, Dunn AS. Global status of chiropractic education research and scholarly publications: a scoping review. JBI evidence synthesis. 2025 Apr 1;23(4):638-703.



Chiropractic Education: Substance and Quality

Date: Friday, October 16, 2026 Time: 10:30 AM – 12:00 PM Session Number: WFCEdConf2026_F1B Credit Hours: 1.5 Room: Progress

SPEAKERS

MODERATOR: Bart Green, DC, MSEd, PhD; National University of Health Sciences; Scripps Health, United States
Bart Green is a full-time chiropractor, Editor-in-Chief of the Journal of Chiropractic Education and is a founding member of the Chiropractic Educators Research Forum.

Lindsay Gorrell, MChiroprac, PhD, MSc Med Ed; University of Zurich and Balgrist University Hospital, Switzerland
Lindsay Gorrell is currently Head of the Chiropractic Medicine study program at the University of Zurich, Switzerland.

Christopher Petrie, DC; Northwestern Health Sciences University, United States
Chris Petrie is the Dean of Institutional Effectiveness and Data Strategy at Northwestern Health Sciences University.

Danica Brousseau, MSc, DC; Université du Québec à Trois-Rivieres, Canada
Danica Brousseau is a full professor and chiropractic program director at UQTR. Committed to health sciences education and clinical reasoning, she earned a pedagogical leadership certification.

Philip Dewhurst, MChiro, EdD, MSc, BSc(Hons); Health Sciences University, United Kingdom
Philip Dewhurst is Associate Professor of Health Education at Health Sciences University, Director of Academic Affairs for the Royal College of Chiropractors, and Editor of the Journal of Learning and Teaching in Health Education.

SESSION OVERVIEW

Quality chiropractic education requires more than a list of courses. Programs must have clear outcomes, strong teaching, meaningful clinical experiences, fair assessment, ethical practice, student support, and ongoing review. This session examines what makes education substantial and trustworthy. Participants will discuss how programs can show that graduates are ready to provide safe, competent, evidence-informed care.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe indicators of substance and quality in chiropractic education.
2: Review how curriculum, assessment, and clinical training affect graduate readiness.
3: Discuss improving educational quality in chiropractic programs.

AGENDA/OUTLINE

- Introduction: Core elements that define quality chiropractic education programs.
- Presentation: Assess educational practices using quality indicators.
- Group discussion/activity: How to improve lifelong learning.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Frank JR, et al. The essential enterprise: the critical role of accreditation in the 21st century. BMC Med Educ. 2020 Sep 28;20(Suppl 1):304. doi: 10.1186/s12909-020-02120-6. PMID: 32981522; PMCID: PMC7520973.
- Johnson CD, et al. Program standards and student competencies among global chiropractic accreditation agencies: a content analysis. BMC Med Educ. 2025 Oct 21;25(1):1473. doi: 10.1186/s12909-025-08052-3. PMID: 41121086; PMCID: PMC12542019.



Boon or Bane? The Distance Learning Debate in Chiropractic Education

Date: Friday, October 16, 2026 Time: 1:00 PM – 2:00 PM Session Number: WFCEdConf2026_F2A Credit Hours: 1 Room: Progress

SPEAKERS

MODERATOR: Kristina Petrocco-Napuli, DC, MS, DHPE; Whole Health Care Solutions, United States
Kristina Petrocco-Napuli, is the Chief Executive Officer of Whole Health Care Solutions. She is the Founding President of the ACA Council on Women's Health and has lectured extensively on women's health topics worldwide.

Deb Bushway, PhD; Northwestern Health Sciences University, United States
Deborah J. Bushway serves as the President and CEO of Northwestern Health Sciences University. She pioneered the development and implementation of a successful competency-based, direct assessment program and served as Senior Advisor for Innovation in the Office of the Undersecretary at the US Department of Education in Washington, DC.

John Scaringe, DC, EdD; Southern California University of Health Sciences, United States
John Scaringe is President and CEO of Southern California University of Health Sciences in Whittier, California. SCU has recently expanded its chiropractic program to Tempe, Arizona, utilizing a hybrid model.

SESSION OVERVIEW

Distance learning without in-person experiences can expand access and flexibility, but it can also raise concerns about social and clinical skill development, engagement, assessment, and quality. This session explores the debate in chiropractic education without assuming distance learning is always good or bad. Participants will compare benefits, risks, and safeguards for using online, hybrid, and face-to-face methods responsibly.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe the benefits and risks of distance learning in chiropractic education.
2: Discuss safeguards needed to protect quality in online or hybrid chiropractic education.
3: Develop a list of which learning outcomes may or may not fit distance learning formats.

AGENDA/OUTLINE

- Introduction: Benefits and concerns surrounding distance education in chiropractic programs.
- Presentation: Debate the advantages and disadvantages of online learning models.
- Group discussion/activity: Which learning outcomes may or may not fit distance learning formats.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. EDUCAUSE Review. https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning
- Means, B., Toyama, Y., Murphy, R., & Baki, M. (2013). The effectiveness of online and blended learning. Teachers College Record, 115(3), 1–47. https://doi.org/10.1177/016146811311500307

How to Implement Continuous Quality Improvement in Chiropractic Practice

Date: Friday, October 16, 2026 Time: 1:00 PM – 2:00 PM Session Number: WFCEdConf2026_F2B Credit Hours: 1 Room: Mission 1

SPEAKER

Stuart Smellie, BSc(Chiro); Royal College of Chiropractors, United Kingdom

Stuart Smellie is President of the UK Royal College of Chiropractors. He is the lead author of the Royal College's Quality and Practice Standards, including Quality Improvement, and chairs the Forum of Chiropractic Deans.

SESSION OVERVIEW

Continuous quality improvement helps chiropractors deliver safer, more effective, and more patient-centered care. This workshop introduces a simple approach to continuous quality improvement based on evaluating the quality of current practice, planning and implementing improvements, and evaluating their impact. The workshop uses the Chiropractic Practice Standard: Quality Improvement, published by the Royal College of Chiropractors, as a framework. Attendees will explore practical ways to evaluate effectiveness, patient experience, and safety, and consider how quality improvement can become a normal part of professional practice.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe the basic steps of continuous quality improvement in practice.
2. Identify methods for evaluating effectiveness, patient experience and safety of chiropractic care.
3. Apply a continuous quality improvement cycle to an aspect of chiropractic practice.

AGENDA/OUTLINE

- Introduction: Quality and continuous improvement in chiropractic practice.
- Interactive group activity: Evaluating effectiveness, patient experience and patient safety.
- Presentation and discussion: Planning and implementing improvements in practice.
- Application: Applying the continuous quality improvement cycle to chiropractic practice.
- Summary and discussion.

REFERENCES and READING LIST

- Chiropractic Practice Standard Quality Improvement. Royal College of Chiropractors, 2025. https://www.gcc-uk.org/assets/downloads/RCC_CPS-Quality_Improvement.pdf
- Backhouse, A., & Ogunlayi, F. (2020). Quality improvement into practice. BMJ, 368:m865 https://doi.org/10.1136/bmj.m865



How to Succeed in Practice: Improving Evidence Literacy for Chiropractors

Date: Friday, October 16, 2026 Time: 1:00 PM – 2:00 PM Session Number: WFCEdConf2026_F2C Credit Hours: 1 Room: Mission 2

SPEAKERS

Brenda van der Vossen, MSc; Vrije Universiteit Amsterdam, the Netherlands
Brenda van der Vossen has been a chiropractor since 1999, working in private practice while pursuing a PhD at VU Amsterdam focused on low back pain. She has contributed to developing and improving the Graduate Education Program and its exams and is committed to advancing chiropractic education in the Netherlands.

Lobke De la Ruelle, MChiro; Vrije Universiteit Amsterdam, the Netherlands
Lobke De la Ruelle is a researcher at Vrije Universiteit Amsterdam, currently finalizing her PhD. She combines research with clinical practice, creating a strong link between evidence and patient care.

Patricia Tavares, BSc, DC; Canadian Memorial Chiropractic College, Canada
Patricia Tavares graduated from CMCC and became an orthopedic fellow. She works as a Primary Clinician for CMCC in a chronic pain teaching clinic and is the Clinical Director of World Spine Care.

SESSION OVERVIEW

Evidence literacy helps chiropractors ask good clinical questions, find reliable information, understand research, and apply evidence with patient preferences and clinical experience. This workshop focuses on practical skills for everyday practice. Participants will learn how to find and judge sources, understand key study ideas, and use evidence without losing sight of patient values and real-world clinical context.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe the main steps of evidence-informed practice.
2: Analyze a clinical question to identify useful evidence sources.
3: Apply evidence literacy skills to make a practice decision.

AGENDA/OUTLINE

- Introduction: Developing skills to find and apply scientific evidence.
- Presentation: Critically appraise a research abstract or example for clinical use.
- Group discussion/activity: Discuss critical appraisal of the research abstract or example for clinical use.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Johnson C. Highlights of the basic components of evidence-based practice. Journal of Manipulative and Physiological Therapeutics. 2008 Feb 1;31(2):91-2.
- Straus, S. E., Glasziou, P., Richardson, W. S., & Haynes, R. B. (2019). Evidence-based medicine: How to practice and teach EBM (5th ed.). Elsevier.



Education Research: Research Abstract Presentations 5

Date: Friday, October 16, 2026 Time: 1:00 PM – 2:00 PM Session Number: WFCEdConf2026_F2D Credit Hours: 1 Room: Quest

SPEAKERS

MODERATOR: Kenneth Young, DC, PhD; Victoria University, Australia
Kenneth Young is an Associate Professor and has recently initiated a chiropractic program at Victoria University in Melbourne, Australia.

Doctor of chiropractic student participation in a university-wide interprofessional education forum: A pre–post evaluation
Michael Schneider

Interactive World Spine Care case rounds to enhance clinical reasoning and reflective practice in chiropractic students at CMCC
Christine Bradaric-Baus

Disability and rehabilitation courses taught in English-Speaking accredited chiropractic programs worldwide: An educational audit
Brett Guist

Feasibility to readiness: Educational implications of integrating chiropractic into multidisciplinary primary care.
Daniel Moore

Musculoskeletal cognitive competency among chiropractic students at a South African institution: A cross-sectional study
Christopher Yelverton

Attitudes, beliefs, and recommendations for persistent low back pain: cross-sectional surveys of students and faculty at a South African University
Christopher Yelverton

SESSION OVERVIEW

This session features education research abstract presentations. Presenters will share short studies, projects, or innovations related to chiropractic education, lifelong learning, assessment, curriculum, teaching, and student development. Participants will listen for the research question, methods, findings, and practical meaning and engage in discussion with presenters. The session encourages scholarly discussion and helps turn education questions into useful evidence.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe the purpose, methods, and key findings of selected education research abstracts.
2: Analyze how education research findings may apply to chiropractic teaching or learning.
3: Evaluate the strength and practical value of the presented education research projects.

AGENDA/OUTLINE

- Introduction: Presentation of additional educational research and innovations.
- Presentation: Analyze selected abstracts and identify future research needs.
- Group discussion/activity: Discuss applications of findings to educational practice.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Johnson CD, Green BN, Amorin-Woods LG, Arar I, Burnham KD, Byfield DC, Carmichael JP, Crespo W, Dewhurst P, Doucet C, Dunn AS. Global status of chiropractic education research and scholarly publications: a scoping review. JBI evidence synthesis. 2025 Apr 1;23(4):638-703.
- WFC. Twelfth World Federation of Chiropractic Global Education Conference: "Technology and Innovation: Shaping the Future of Chiropractic Education". The Journal of Chiropractic Education. 2024 Oct 10;38(2):190.



Regional Expansion of Chiropractic Education: Lessons from the Field

Date: Friday, October 16, 2026 Time: 2:15 PM – 3:15 PM Session Number: WFCEdConf2026_F3A Credit Hours: 1 Room: Progress

SPEAKERS

MODERATOR: John Scaringe, DC, EdD; Southern California University of Health Sciences, United States
John Scaringe is President and CEO of Southern California University of Health Sciences in Whittier, California. SCU has recently expanded its chiropractic program to Tempe, Arizona, utilizing a hybrid model.

Christine Bradaric-Baus, PhD; President, Canadian Memorial Chiropractic College
Christine Bradaric-Baus is president of CMCC. She is actively involved in scholarship and professional activities. Currently, CMCC is partnering with universities to establish fast-track degree pathways and clinical training programs in locations across Canada.

Christina Cunliffe, BSc(Hons), DipChiro, PhD; McTimoney College of Chiropractic, United Kingdom
Professor Christina Cunliffe leads the College of Health, an independent institution accredited by the UK Higher Education Regulator, which incorporates the McTimoney College of Chiropractic, located in multiple countries.

Rob Scott, DC, PhD; Life University, United States of America
Rob Scott is the Associate Vice President for Institutional Initiatives and past president. He supports Life's global initiatives in China, Kenya and Costa Rica while serving as the director of Life University's Octagon.

Mayda Serrano Alvira, DC, MAEd; Federación Latinoamericana de Quiropráctica, Puerto Rico
Mayda Serrano is Executive Director of the Federación Latinoamericana de Quiropráctica (FLAQ), Latin America Representative of the WFC Public Health Committee, and a Board Member of CCE-LA/CLAEQ.

SESSION OVERVIEW

Regional expansion of chiropractic education can increase access to the profession, but it must be planned carefully. This session shares lessons from the field about workforce need, regulation, faculty development, clinical placement, accreditation, financing, and public trust. Participants will examine how local context shapes what is possible and how programs can grow without weakening quality.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe key planning issues in regional chiropractic education expansion.
2: Analyze how local regulation and workforce needs affect program development.
3: Evaluate lessons from the field to guide responsible regional growth.

AGENDA/OUTLINE

- Introduction: Experiences and lessons from expanding chiropractic education regionally.
- Presentation: Develop strategies for introducing programs into new regions.
- Group discussion/activity: Discuss factors influencing successful regional growth.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Frenk, J., Chen, L., Bhutta, Z. A., Cohen, J., Crisp, N., Evans, T., Fineberg, H., Garcia, P., Ke, Y., Kelley, P., Kistnasamy, B., Meleis, A., Naylor, D., Pablos-Mendez, A., Reddy, S., Scrimshaw, S., Sepulveda, J., Serwadda, D., & Zurayk, H. (2010). Health professionals for a new century. The Lancet, 376(9756), 1923–1958. https://doi.org/10.1016/S0140-6736(10)61854-5
- World Federation for Medical Education. (2020). Basic medical education WFME global standards for quality improvement. WFME. https://wfme.org/standards/bme/

Maximize Your Program through Learning Management Systems and Curriculum Mapping

Date: Friday, October 16, 2026 Time: 2:15 PM – 3:15 PM Session Number: WFCEdConf2026_F3B Credit Hours: 1 Room: Mission 1

SPEAKER

Christopher Petrie, DC; Northwestern Health Sciences University, United States
Chris Petrie is the Dean of Institutional Effectiveness and Data Strategy. He has extensive experience in teaching, assessment, curriculum mapping and visualization, and cross-system analytics, all with a strong focus on data-informed continuous quality improvement.

SESSION OVERVIEW

Learning management systems and curriculum maps can help programs organize teaching, track outcomes, reduce gaps, and improve communication among faculty and students. This workshop shows how technology can support, but not replace, good curriculum design. Participants will explore ways to align courses, outcomes, assessments, and learning resources so programs can make better decisions.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe how learning management systems can support curriculum delivery and review.
2: Analyze how curriculum mapping can reveal gaps, overlap, and alignment problems.
3: Create curriculum map elements that link outcomes, content, and assessment.

AGENDA/OUTLINE

- Introduction: Using technology and curriculum mapping to strengthen educational programs.
- Presentation: Map a course outcome to assessments and competencies.
- Group discussion/activity: Discuss how learning systems improve curriculum oversight.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Harden, R. M. (2001). AMEE Guide No. 21: Curriculum mapping. Medical Teacher, 23(2), 123–137. https://doi.org/10.1080/01421590120036547
- Prideaux, D. (2003). ABC of learning and teaching in medicine: Curriculum design. BMJ, 326(7383), 268–270. https://doi.org/10.1136/bmj.326.7383.268



Leveraging World Spine Day to Grow Your Chiropractic Practice

Date: Friday, October 16, 2026 Time: 2:15 PM – 3:15 PM Session Number: WFCEdConf2026_F3C Credit Hours: 1 Room: Expedition

SPEAKERS

MODERATOR: Rebekah Wilks, DC, BA, BS; World Federation of Chiropractic, United States
Rebekah Wilks is Secretary General Designate for the World Federation of Chiropractic previously serving as WFC Director of Strategy & Policy since 2021.

Danella Lubbe, MTech(Chiro); Chiropractic Association of South Africa, South Africa
Danella Lubbe is a chiropractor and association leader serving as President of the Chiropractic Association of South Africa.

JaHyeon Min, MSc(Chiro); IMU University, Malaysia
JaHyeon Min is a lecturer at IMU University. She serves as Semester and Module Coordinator within the Chiropractic Programme. She has participated in World Spine Day community outreach and screening events with supervised chiropractic students.

SESSION OVERVIEW

World Spine Day is a public health opportunity to teach communities about spine health, movement, prevention, and access to care. This workshop helps chiropractors use the event to connect with patients, local partners, and the public in ethical and useful ways. Participants will plan messages and activities that support education, community service, and practice visibility.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe the purpose of World Spine Day as a spine health awareness activity.
2: Design social media posts, awareness initiatives, or community events that increase visibility, engagement, and credibility while maintaining professionalism.
3: Identify practical and ethically responsible ways to embed spine health promotion into routine patient interactions and clinic operations.

AGENDA/OUTLINE

- Introduction: Using community outreach to increase awareness of chiropractic services.
- Presentation: Design a World Spine Day community engagement activity.
- Group discussion/activity: Discuss strategies for building public awareness and practice growth.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Haneline M, Meeker WC. Introduction to public health for chiropractors. Jones & Bartlett Learning; 2010 Oct 25.
- Johnson C, Green BN. Public health, wellness, prevention, and health promotion: considering the role of chiropractic and determinants of health. Journal of manipulative and physiological therapeutics. 2009 Jul 1;32(6):405-12.



Chiropractic Care of Children and Adolescents: Excellence in Pediatric Care

Date: Friday, October 16, 2026 Time: 2:15 PM – 3:15 PM Session Number: WFCEdConf2026_F3D Credit Hours: 1 Room: Mission 2

SPEAKERS

MODERATOR: Jenny Brocker, DC; ACA Council on Chiropractic Pediatrics, United States
Jenny Brocker specializes in pediatrics, with diplomate status from the ICCP and ABCP. She has served as President of the ACA Pediatrics Council and is a founding member of its certifying board and is a founding instructor for Logan University's master's in chiropractic pediatrics program.

Chantale Doucet, DC, MSc; Université du Québec à Trois-Rivières, Canada
Chantale Doucet is a Clinical Professor and serves as Director of the University Chiropractic Clinic. Her expertise focuses on neuromusculoskeletal health in perinatal, pediatric, and pregnant populations.

Anna Papadopoulou, MChiro, MSc(App); Logan University, Cyprus
Anna Papadopoulou specializes in pregnancy care, pediatric musculoskeletal health, and functional neurology. She holds a Chiropractic degree, a Master's in Pediatric Musculoskeletal Health, and DACNB certification.

SESSION OVERVIEW

Children and adolescents are not small adults. They have unique growth, development, communication, safety, and family needs. This workshop reviews important concepts for chiropractic care of young patients, including history taking, examination, red flags, consent, referral, and conservative care for common neuromusculoskeletal concerns. The goal is to improve safe, age-appropriate, family-centered pediatric care.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe age-appropriate considerations in chiropractic care for children and adolescents.
2: Analyze pediatric findings to identify when referral may be needed.
3: Apply best-practice principles to a pediatric chiropractic case.

AGENDA/OUTLINE

- Introduction: Approaches to improving chiropractic care for children and adolescents.
- Presentation: Develop management strategies for a pediatric case scenario.
- Group discussion/activity: Discuss evidence and safety considerations in pediatric care.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Hawk, C., Schneider, M. J., Vallone, S., & Hewitt, E. G. (2016). Best practices for chiropractic care of children: A consensus update. Journal of Manipulative and Physiological Therapeutics, 39(3), 158–168. https://doi.org/10.1016/j.jmpt.2016.02.015
- Keating G, Hawk C, Amorin-Woods L, Amorin-Woods D, Vallone S, Farabaugh R, Todd A, Ferrance R, Young J, O'Neill Bhogal S, Sexton H. Clinical practice guideline for best practice management of pediatric patients by chiropractors: results of a delphi consensus process. Journal of Integrative and Complementary Medicine. 2024 Mar;30(3):216-32.



Education Research: Research Abstract Presentations 6

Date: Friday, October 16, 2026 Time: 2:15 PM – 3:15 PM Session Number: WFCEdConf2026_F3E Credit Hours: 1 Room: Quest

SPEAKERS

MODERATOR: Kenneth Young, DC, PhD; Victoria University, Australia
Kenneth Young is an Associate Professor and has recently initiated a chiropractic program at Victoria University in Melbourne, Australia.

An IPA of attitudes towards the chiropractic placement model at Teesside University, from the perspective of disabled students
Amber Hodgson

Bias in clinical assessment: A literature review of implications for equity, reliability, and patient outcomes in chiropractic education
Monique Lyons

Chiropractic students' experiences of standardized patient assessments at a South African university
Fatima Ismail

Opinions, views, and expectations concerning the radiology report among chiropractic clinicians and chiropractic radiologists: Educational impact
Ashlee Kates-Ascioti

Understanding chiropractic career choice: A national study of students in the United Kingdom
Philip Dewhurst

Presenting a conceptual framework to support chiropractic student academic performance
Philip Dewhurst

SESSION OVERVIEW

This session features education research abstract presentations. Presenters will share short studies, projects, or innovations related to chiropractic education, lifelong learning, assessment, curriculum, teaching, and student development. Participants will listen for the research question, methods, findings, and practical meaning and engage in discussion with presenters. The session encourages scholarly discussion and helps turn education questions into useful evidence.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe the purpose, methods, and key findings of selected education research abstracts.
2: Analyze how education research findings may apply to chiropractic teaching or learning.
3: Evaluate the strength and practical value of the presented education research projects.

AGENDA/OUTLINE

- Introduction: Presentation of additional educational research and innovations.
- Presentation: Analyze selected abstracts and identify future research needs.
- Group discussion/activity: Discuss applications of findings to educational practice.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Johnson CD, Green BN, Amorin-Woods LG, Arar I, Burnham KD, Byfield DC, Carmichael JP, Crespo W, Dewhurst P, Doucet C, Dunn AS. Global status of chiropractic education research and scholarly publications: a scoping review. JBI evidence synthesis. 2025 Apr 1;23(4):638-703.
- WFC. Twelfth World Federation of Chiropractic Global Education Conference: "Technology and Innovation: Shaping the Future of Chiropractic Education". The Journal of Chiropractic Education. 2024 Oct 10;38(2):190.



Regulation Matters: A Discussion About the Myths and Facts of Regulation

Date: Friday, October 16, 2026 Time: 3:45 PM – 4:45 PM Session Number: WFCEdConf2026_F4A Credit Hours: 1 Room: Progress

SPEAKERS

MODERATOR: Donna Cohen, BA; International Chiropractic Regulatory Society, Canada
Donna (Liewer) Cohen is executive director of the ICRS. Throughout her career with ICRS, FCLB, and NBCE, she has been dedicated to public protection and to chiropractic mobility with accountability. She directed the creation of the Chiropractic Information Network / Board Action Databank as well as PACE.

Kelsey Nissen, MAHSR, DC, BScKin; New Brunswick Chiropractors Association, Canada
Kelsey Nissen, DC, is a healthcare executive, chiropractor, and healthcare leader serving as Chief Executive Officer and Registrar of the New Brunswick Chiropractors Association.

Darrell Wade, DC; ICRS and FCC, Canada
Darrell Wade is Chair of ICRS and the Regulatory Council of the Federation of Canadian Chiropractic. He is the Registrar for the Newfoundland and Labrador Chiropractic Board.

Yi Kai Wong, BSc Chiro, MSc PH, Senior Lecturer, IMU, Malaysia
Yi Kai Wong is a Senior Lecturer in Chiropractic at IMU University, President of the Association of Chiropractic Malaysia and WFC Secretary-Treasurer. His work focuses on chiropractic education, professional regulation, public health and evidence-informed practice.

H Garrett Thompson, DC, PhD; Logan University, United States
Garrett Thompson serves as Logan University's 8th President. He has held various administrative roles at integrated health science universities.

SESSION OVERVIEW

Regulation protects the public by setting rules for entry to practice, professional conduct, complaints, discipline, and continuing competence. This session separates myths from facts about chiropractic regulation. Participants will discuss how regulation supports public trust, why rules vary by region, and how educators and practitioners can better understand their responsibilities.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe how the public protection purposes of health professional regulation work.
2: Discuss common myths and facts about chiropractic regulation.
3: Explore how regulation can support public trust and professional accountability.

AGENDA/OUTLINE

- Introduction: Understanding the purpose and realities of professional regulation.
- Presentation: Examine regulatory scenarios and identify appropriate responses. Myths and Facts.
- Group discussion/activity: Discuss misconceptions about regulation and public protection.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- World Health Organization. (2024). Health practitioner regulation: Design, reform and implementation guidance. https://www.who.int/publications/i/item/9789240095014
- World Health Organization. (2024). Health Practitioner Regulation Systems: A large-scale rapid review of the design, operation and strengthening of health practitioner regulation systems. https://www.who.int/publications/m/item/202402-health-practitioner-regulation-systems



Pediatric Musculoskeletal Health: Nutrition and Physical Activity for Children in Chiropractic Practice

Date: Friday, October 16, 2026 Time: 3:45 PM – 4:45 PM Session Number: WFCEdConf2026_F4B Credit Hours: 1 Room: Mission 1

SPEAKERS

Tammy Fogarty, PhD, RD; Parker University, United States

Tammy Fogarty is Dean of Health and Human Performance at Parker University and a Registered Dietitian Nutritionist with more than 25 years of experience in nutrition, wellness, and higher education. She teaches clinical and integrative nutrition and leads curriculum development focused on evidence-based, patient-centered care.

SESSION OVERVIEW

Chiropractic practitioners frequently manage children and adolescent patients presenting with musculoskeletal pain, postural concerns, and sports-related injuries. This workshop integrates current evidence on pediatric bone biology and nutrient requirements, translating these concepts into practical tools for clinical practice. Case-based discussions will prepare participants to identify nutritional red flags, develop streamlined pediatric musculoskeletal screening protocols, and construct referral pathways for at-risk patients.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe the physiological relationship between nutrition, mechanical loading, and pediatric bone mineral accrual.
2: Identify key dietary and activity-related risk factors associated with compromised bone health and stress fractures in youth.
3: Recognize clinical red flags requiring interdisciplinary referral and co-management.

AGENDA/OUTLINE

- Introduction: The relationship between nutrition, activity, and pediatric musculoskeletal health.
- Presentation: Develop recommendations for a child with lifestyle risk factors.
- Group discussion/activity: Discuss counseling strategies for healthy behaviors.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Janssen, I., & LeBlanc, A. G. (2010). Systematic review of the health benefits of physical activity and fitness in school-aged children and youth. International Journal of Behavioral Nutrition and Physical Activity, 7, 40. https://doi.org/10.1186/1479-5868-7-40
- World Health Organization. (2020). WHO guidelines on physical activity and sedentary behaviour. World Health Organization. https://iris.who.int/handle/10665/336656



Education Research: Research Abstract Presentations 7

Date: Friday, October 16, 2026 Time: 3:45 PM – 4:45 PM Session Number: WFCEdConf2026_F4C Credit Hours: 1 Room: Quest

SPEAKERS

MODERATOR: Kristina Petrocco-Napuli, DC, MS, DHPE; Whole Health Care Solutions, United States
Kristina Petrocco-Napuli, is the Chief Executive Officer of Whole Health Care Solutions. She is the Founding President of the ACA Council on Women's Health and has lectured extensively on women's health topics worldwide.

Evaluating metacognitive awareness and its impact on academic performance in chiropractic students using the learning strategies inventory
Beverly Gooden

Beyond the application: Reducing IRB friction by teaching research fundamentals
Dustin Derby

Post-graduate education in the Webster Technique: a mixed-methods evaluation of course quality, attendee demographics, and feedback
Joel Alcantara

Scaffolding chiropractic philosophy across the curriculum to foster lifelong learning
Christina Cunliffe

Are undergraduate dissertations a valuable exercise for the future?
Adrian Hunnisett

Academic equivalence comparison of pre-clinic training in a MChiro programme delivered across 3 countries
Adrian Hunnisett

SESSION OVERVIEW

This session features education research abstract presentations. Presenters will share short studies, projects, or innovations related to chiropractic education, lifelong learning, assessment, curriculum, teaching, and student development. Participants will listen for the research question, methods, findings, and practical meaning and engage in discussion with presenters. The session encourages scholarly discussion and helps turn education questions into useful evidence.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe the purpose, methods, and key findings of selected education research abstracts.
2: Analyze how education research findings may apply to chiropractic teaching or learning.
3: Evaluate the strength and practical value of the presented education research projects.

AGENDA/OUTLINE

- Introduction: Presentation of new educational research and emerging findings.
- Presentation: Review abstracts and identify important educational implications.
- Group discussion/activity: Discuss how findings may improve teaching practices.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Johnson CD, Green BN, Amorin-Woods LG, Arar I, Burnham KD, Byfield DC, Carmichael JP, Crespo W, Dewhurst P, Doucet C, Dunn AS. Global status of chiropractic education research and scholarly publications: a scoping review. JBI evidence synthesis. 2025 Apr 1;23(4):638-703.
- WFC. Twelfth World Federation of Chiropractic Global Education Conference: "Technology and Innovation: Shaping the Future of Chiropractic Education". The Journal of Chiropractic Education. 2024 Oct 10;38(2):190.



Accreditation Matters: A Discussion About the Myths and Facts of Accreditation

Date: Friday, October 16, 2026 Time: 5:00 PM – 6:00 PM Session Number: WFCEdConf2026_F5A Credit Hours: 1 Room: Progress

SPEAKERS

Christopher Yelverton, PhD, Mtech(Chiro); University of Johannesburg, South Africa
Christopher Yelverton is President of the European Council on Chiropractic Education, an international autonomous organization established by the chiropractic profession in Europe to accredit and re-accredit institutions providing undergraduate chiropract

Craig Little, EdD; Council on Chiropractic Education, United States
Craig Little is the President and CEO of the Council on Chiropractic Education, an accrediting agency for chiropractic education programs, officially recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. He is the Chair of the Board of Directors of the Association of Specialized and Professional Accreditors.

Kenneth Young, DC, PhD; Victoria University, Australia
Kenneth Young is an Associate Professor at Victoria University in Melbourne, Australia. He is a practitioner member of the Chiropractic Board of Australia, which develops registration standards, professional codes of conduct, and guidelines (e.g., continuing professional development, advertising rules) that practitioners must follow.

SESSION OVERVIEW

Accreditation is often misunderstood. Some see it as a barrier, while others see it as a pathway to trust and improvement. This session explains common myths and facts about accreditation in chiropractic education. Participants will discuss standards, peer review, evidence, outcomes, transparency, and how accreditation can help programs improve, while protecting students, patients, and the public.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe common myths and facts about accreditation in health professions education.
2: Analyze how accreditation standards can support program quality and accountability.
3: Explain ways accreditation can promote continuous improvement for programs and chiropractic graduates.

AGENDA/OUTLINE

- Introduction: Understanding accreditation and its role in educational quality.
- Presentation: Evaluate common accreditation myths using case examples.
- Group discussion/activity: Discussion on how accreditation can help programs improve while protecting students, patients, and the public.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Eaton, J. S. (2012). An overview of U.S. accreditation. Council for Higher Education Accreditation. https://www.chea.org/overview-us-accreditation
- van Zanten, M., Boulet, J. R., & Greaves, I. (2012). The importance of medical education accreditation standards. Medical Teacher, 34(2), 136–145. https://doi.org/10.3109/0142159X.2012.644830



Neurology for Chiropractic Practice: Neuroscience-Informed Clinical Decision-Making in Eye Movement Assessment

Date: Friday, October 16, 2026 Time: 5:00 PM – 6:00 PM Session Number: WFCEdConf2026_F5B Credit Hours: 1 Room: Mission 1

SPEAKER

Jonathan Ward, PhD, DC, MS; Parker University, United States

Jonathan Ward has experience serving as a department chair and assistant professor of clinical neuroscience, where he teaches graduate students in a clinical neuroscience program.

SESSION OVERVIEW

Attendees will learn how to interpret findings from neuro-ocular assessments and use a neuroscience-informed approach of neuro-ocular clinical decision-making in chiropractic practice. Participants during this workshop will learn using complex clinical cases to consider the functional neurophysiology underlying smooth pursuits, saccades, convergence, and vestibular-ocular reflex integration, and examine how disruption of these systems manifests across injury, degeneration, and age-related neurological change.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe the functional neurophysiology underlying smooth pursuits, saccades, convergence, and vestibular-ocular reflex integration.
2: Interpret neuro-ocular assessment findings using a structured, neuroscience-informed reasoning approach.
3: Formulate management decisions in complex cases, including monitoring, referral considerations, and reassessment strategies within appropriate scope-of-practice boundaries.

AGENDA/OUTLINE

- Introduction: Applying eye movement assessment to neurological clinical decision-making.
- Presentation: Interpret eye movement findings from practical scenarios
- Group discussion/activity: Discuss how neurological assessments influence management decisions.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Leigh, R. J., & Zee, D. S. (2015). The neurology of eye movements (5th ed.). Oxford University Press.
- Ventura, R. E., Balcer, L. J., & Galetta, S. L. (2014). The neuro-ophthalmology of head trauma. The Lancet Neurology, 13(10), 1006–1016. https://doi.org/10.1016/S1474-4422(14)70111-5



Education Research: Research Abstract Presentations 8

Date: Friday, October 16, 2026 Time: 5:00 PM – 6:30 PM Session Number: WFCEdConf2026_F5C Credit Hours: 1.5 Room: Quest

SPEAKERS

MODERATOR: Kristina Petrocco-Napuli, DC, MS, DHPE; Whole Health Care Solutions, United States
Kristina Petrocco-Napuli, is the Chief Executive Officer of Whole Health Care Solutions. She is the Founding President of the ACA Council on Women's Health and has lectured extensively on women's health topics worldwide.

How chiropractors learn: Experiences and perspectives on professional development in the Netherlands - a qualitative study
Annemarie de Zoete

Assembling the puzzle: Designing curriculum for a professional Master of Science in musculoskeletal health
Paula Stern

Perception of honorific titles among chiropractic students in Malaysia
Yi Kai Wong

A documents-based mixed methods case study of an entrustable professional activities-based assessment system in a chiropractic residency program
Jordan Gliedt

Spinemobility online courses for lifelong learning
Carlo Ammendolia

Evaluation of a non-operative course for spine surgery fellows delivered by chiropractors
Carlo Ammendolia

Literature reviews to support lifelong learning: A role and responsibility for chiropractic librarians
Russ Iwami

Development of a continuous, competency-based assessment framework on student attainment in chiropractic education: A descriptive report
Kevin Cox

SESSION OVERVIEW

This session features education research abstract presentations. Presenters will share short studies, projects, or innovations related to chiropractic education, lifelong learning, assessment, curriculum, teaching, and student development. Participants will listen for the research question, methods, findings, and practical meaning and engage in discussion with presenters. The session encourages scholarly discussion and helps turn education questions into useful evidence.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe the purpose, methods, and key findings of selected education research abstracts.
2: Analyze how education research findings may apply to chiropractic teaching or learning.
3: Evaluate the strength and practical value of the presented education research projects.

AGENDA/OUTLINE

- Introduction: Presentation of additional educational research and innovations.
- Presentation: Analyze selected abstracts and identify future research needs.
- Group discussion/activity: Discuss applications of findings to educational practice.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

Johnson CD, Green BN, Amorin-Woods LG, Arar I, Burnham KD, Byfield DC, Carmichael JP, Crespo W, Dewhurst P, Doucet C, Dunn AS. Global status of chiropractic education research and scholarly publications: a scoping review. JBI evidence synthesis. 2025 Apr 1;23(4):638-703.
WFC. Twelfth World Federation of Chiropractic Global Education Conference: "Technology and Innovation: Shaping the Future of Chiropractic Education". The Journal of Chiropractic Education. 2024 Oct 10;38(2):190.

Netherlands Chiropractors' Association Membership Meeting (closed meeting)

Date: Friday, October 16, 2026 Time: 7:30 PM – 10:00 PM Room: Mission 1

NCA Nederlandse Chiropractoren Associatie



Future of Chiropractic: Improving the Lifelong Learning Journey for Chiropractors

Date: Saturday, October 17, 2026 Time: 8:30 AM – 10:30 AM Session Number: WFCEdConf2026_S1A Credit Hours: 2 Room: Progress

SPEAKERS

First hour

Daniel Moore, BSc(Hons), MChiroPgCert; Health Sciences University, United Kingdom
Daniel Moore is the Head of School for the AECC School of Chiropractic at Health Sciences University in the United Kingdom.

Henrik Hein Lauridsen, BS(Chiro), MSc(Rehab), PhD; University of Southern Denmark, Denmark
Henrik Hein Lauridsen is a chiropractor, MSc and PhD, and Associate Professor and Head of Studies in Clinical Biomechanics at the University of Southern Denmark. He teaches advanced questionnaire methods and supervises PhD students.

Ayla Azad-Narda, DC, MBA, Canadian Chiropractic Association, Canada
Ayla Azad is the CEO of the Canadian Chiropractic Association and has led a highly regarded multidisciplinary clinic providing collaborative care.

Sherry McAllister, MSEd, DC; Foundation for Chiropractic Progress, United States
Sherry McAllister is President of the Foundation for Chiropractic Progress, and host of the award-winning Adjusted Reality podcast, and author of the book Adjusted Reality.

Christine Goertz, DC, PhD; Duke University School of Medicine, United States
Christine Goertz is a Professor and Vice Chair in the Department of Orthopedic Surgery at Duke University. She is the author of Take Your Back Back: Whole Health Healing for Low Back Pain.

Second hour

Ilija Arar, DC MS; Northeast College of Health Sciences, United States
Ilija Arar is a professor in the department of foundational sciences and the chair of the Principles of Healthcare Practice department.

Kristina Petrocco-Napuli, DC, MS, DHPE; Whole Health Care Solutions, United States
Kristina Petrocco-Napuli, is the Chief Executive Officer of Whole Health Care Solutions. She is the Founding President of the ACA Council on Women's Health and has lectured extensively on women's health topics worldwide.

SESSION OVERVIEW

The future of chiropractic depends on how well the profession supports lifelong learning. This session explores how chiropractors can move from required continuing education to meaningful professional growth. Participants will consider learning culture, evidence use, mentorship, reflection, assessment, and systems that help clinicians keep improving throughout their careers. Attendees will engage in a discussion about what the future may hold for chiropractors.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe factors that shape lifelong learning across a chiropractic career.
2: Analyze gaps between required continuing education and meaningful professional growth.
3: Describe recommendations to improve the lifelong learning journey for chiropractors.

AGENDA/OUTLINE

- Introduction: Exploring future directions for lifelong learning in chiropractic.
- Presentation: Identify innovations that may improve professional learning journeys.
- Group discussion/activity: Discuss how the profession can support continuous learning. Panel discussion.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Cervero, R. M., & Gaines, J. K. (2015). The impact of CME on physician performance and patient health outcomes. Chest, 147(5), 1249–1255. https://doi.org/10.1378/chest.14-2459
- Mann, K., Gordon, J., & MacLeod, A. (2009). Reflection and reflective practice in health professions education. Advances in Health Sciences Education, 14(4), 595–621. https://doi.org/10.1007/s10459-007-9090-2



Book Signing and Meet the Authors *For more information* https://wfc.org/wfcedconfbooksigning

Date: Saturday, October 17, 2026 Time:10:30 AM – 11:00 AM Room: Transit

AUTHORS

Sherry McAllister, MSEd, DC; Foundation for Chiropractic Progress, United States
Sherry McAllister is President of the Foundation for Chiropractic Progress, and host of the award-winning Adjusted Reality podcast, and author of the book Adjusted Reality.

Christine Goertz, DC, PhD; Duke University School of Medicine, United States
Christine Goertz is a Professor and Vice Chair in the Department of Orthopedic Surgery at Duke University. She is the author of Take Your Back Back: Whole Health Healing for Low Back Pain.

Igor Himelfarb, PhD, MBA; National Board of Chiropractic Examiners, United States
Igor Himelfarb is the Director of the Department of Psychometrics and Research at the National Board of Chiropractic Examiners.

Anna Papadopoulou, MChiro, MSc(App); Logan University, Cyprus
Anna Papadopoulou specializes in pregnancy care, pediatric musculoskeletal health, and functional neurology. She holds a Chiropractic degree, a Master's in Pediatric Musculoskeletal Health, and DACNB certification.

Bart Green, DC, MSEd, PhD; National University of Health Sciences; Scripps Health, United States
Bart Green is a full-time chiropractor, Editor-in-Chief of the Journal of Chiropractic Education and is a founding member of the Chiropractic Educators Research Forum.

Disclaimer
The views, thoughts, and opinions expressed in the featured books and during this event belong solely to the authors and do not necessarily reflect the official policy, position, or endorsement of the WFC or NCA.





Chiropractic Excellence in Education and Presentation of the CERF-WFC Alan Adams Education Research Awards

Date: Saturday, October 17, 2026 Time: 11:00 AM – 12:00 PM Session Number: WFCEdConf2026_S1B Credit Hours: 1 Room: Progress

SPEAKERS

MODERATOR: Bart Green, DC, MSEd, PhD; National University of Health Sciences; Scripps Health, United States

Bart Green is a full-time chiropractor, Editor-in-Chief of the Journal of Chiropractic Education and is a founding member of the Chiropractic Educators Research Forum.

Celia Maguire, BS, DC; Parker University, United States

Celia Maguire is Dean of Academics for the College of Chiropractic at Parker University. She strives to ensure educational best practices in assessment, authentic clinical experience in the academic environment, and data-driven leadership.

SESSION OVERVIEW

Chiropractic excellence in education means preparing graduates who are competent, ethical, reflective, evidence-informed, and ready to serve patients and communities. This session explores what excellence looks like in education research and scholarship. Award-winning education research will be recognized as exemplars. CERF-WFC Alan Adams Education Research Awards will be presented.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe key features of excellence in chiropractic education.
2: Analyze how teaching, assessment, and clinical training contribute to excellence.
3: Discuss strategies to strengthen educational excellence.

AGENDA/OUTLINE

- Introduction: Characteristics of excellence in chiropractic teaching and learning.
- Presentation: Discuss how institutions can foster high-quality education.
- Awards: CERF-WFC Alan Adams Education Research Awards
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Boyer EL. From Scholarship Reconsidered to Scholarship Assessed. Quest. 1996;48(2):129-139. doi:10.1080/00336297.1996.10484184.
- Cobb H. Introducing Scholarship: The Long Read. 2024. Available from: https://documents.manchester.ac.uk/display.aspx?DocID=72418



Lifelong Learning: Building a Consensus Statement for the Chiropractic Profession

Date: Saturday, October 17, 2026 Time: 1:00 PM – 3:00 PM Session Number: WFCEdConf2026_S2A Credit Hours: 2 Room: Progress

LEADERS

MODERATOR: Bart Green, DC, MSEd, PhD; National University of Health Sciences; Scripps Health, United States
Bart Green is a full-time chiropractor, Editor-in-Chief of the Journal of Chiropractic Education and is a founding member of the Chiropractic Educators Research Forum.

GROUP FACILITATORS
Danica Brousseau, MSc, DC; Université du Québec à Trois-Rivieres, Canada
Danica Brousseau is a full professor and chiropractic program director at UQTR. Committed to health sciences education and clinical reasoning, she earned a pedagogical leadership certification.

Mayda Serrano Alvira, DC, MAEd; Federación Latinoamericana de Quiropráctica, Puerto Rico
Mayda Serrano is Executive Director of the Federación Latinoamericana de Quiropráctica (FLAQ), Latin America Representative of the WFC Public Health Committee, and a Board Member of CCE-LA/CLAEQ.

Patricia Tavares, BSc, DC; Canadian Memorial Chiropractic College, Canada
Patricia Tavares graduated from CMCC and became an orthopedic fellow. She works as a Primary Clinician for CMCC in a chronic pain teaching clinic and is the Clinical Director of World Spine Care.

H Garrett Thompson, DC, PhD; Logan University, United States
Garrett Thompson serves as Logan University's 8th President. He has held various administrative roles at integrated health science universities.

SESSION OVERVIEW

The WFC consensus statement on lifelong learning will help the chiropractic profession focus on shared principles for lifelong learning. This interactive session brings participants together to discuss what lifelong learning should mean, why it matters, and what responsibilities belong to individuals, educators, employers, regulators, and professional organizations. The goal is to shape clear, practical language that can guide future action.

LEARNING OBJECTIVES

By completion of this consensus session, attendees will be able to
1: Describe the purpose of a consensus statement for lifelong learning in chiropractic.
2: Review stakeholder responsibilities for supporting lifelong learning.
3: Review the initial draft consensus language that reflects shared professional commitments.
4: Develop a list of infrastructure and resources that are needed to support lifelong learning for chiropractors.

AGENDA/OUTLINE

- Introduction: Developing shared principles for lifelong learning across the profession.
- Presentation: Draft key elements for a lifelong learning consensus statement.
- Group discussion/activity: Develop resources and actions needed that will support lifelong learning.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Diamond, I. R., Grant, R. C., Feldman, B. M., Pencharz, P. B., Ling, S. C., Moore, A. M., & Wales, P. W. (2014). Defining consensus: A systematic review recommends methodologic criteria. Journal of Clinical Epidemiology, 67(4), 401–409. https://doi.org/10.1016/j.jclinepi.2013.12.002
- Humphrey-Murto, S., Varpio, L., Wood, T. J., Gonsalves, C., Ufholz, L. A., Mascioli, K., Wang, C., & Foth, T. (2017). The use of the Delphi and other consensus group methods in medical education research. Academic Medicine, 92(10), 1491–1498. https://doi.org/10.1097/ACM.0000000000001812



Practical Chiropractic Applications of Functional Testing: Bodyweight Squat as a Movement Screen for Patients

Date: Saturday, October 17, 2026 Time: 1:00 PM – 3:00 PM Session Number: WFCEdConf2026_S2B Credit Hours: 2 Room: Quest

SPEAKER

Christopher Fahs, PhD; Logan University, United States

Christopher Fahs holds a PhD in Exercise Physiology and is a Certified Strength and Conditioning Specialist and Certified Exercise Physiologist. He has over 20 years of experience in higher education, including teaching biomechanics in Logan University's MS programs in Sports Science and Rehabilitation and Strength and Conditioning.

SESSION OVERVIEW

Effective movement assessment is essential for identifying dysfunctional patterns that may contribute to pain, decreased performance, or increased injury risk. The bodyweight squat, as a multi-joint functional movement, offers valuable insight into mobility, stability, and motor control across multiple regions of the body. This workshop will guide participants through a structured process for filming, evaluating, and correcting movement faults observed during a bodyweight squat assessment.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Evaluate movement patterns observed during the bodyweight squat.
2: Recommend potential corrective strategies for faulty movement patterns observed for the feet, ankles, and hips during the squat.
3: Recommend potential corrective strategies for faulty movement patterns observed in the spine and shoulder complex during the squat.

AGENDA/OUTLINE

- Introduction: Using the bodyweight squat to assess movement quality and function.
- Presentation: Perform and interpret a bodyweight squat assessment.
- Group discussion/activity: Discuss how findings guide patient management decisions.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Cook, G., Burton, L., & Hoogenboom, B. (2006). Pre-participation screening: The use of fundamental movements as an assessment of function. North American Journal of Sports Physical Therapy, 1(2), 62–72. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2953313/
- Myer, G. D., Kushner, A. M., Brent, J. L., Schoenfeld, B. J., Hugentobler, J., Lloyd, R. S., Vermeil, A., Chu, D. A., Harbin, J., & McGill, S. M. (2014). The back squat: A proposed assessment of functional deficits and technical factors that limit performance. Strength and Conditioning Journal, 36(6), 4–27. https://doi.org/10.1519/SSC.000000000000010



Diagnostic Imaging Pearls and Practice for Chiropractors

Date: Saturday, October 17, 2026 Time: 1:00 PM – 3:00 PM Session Number: WFCEdConf2026_S2C Credit Hours: 2 Room: Expedition

SPEAKER

Cliff Tao, DC; Private practice, United States

Cliff Tao graduated from NUHS and completed a radiology residency at SCU. He completed a musculoskeletal radiology research fellowship at UCI Medical Center. He has published in imaging literature and is an international speaker. He owns a private chiropractic radiology consultation practice.

SESSION OVERVIEW

Diagnostic imaging can help answer clinical questions, but it should be used wisely. This workshop reviews imaging pearls for chiropractors, including when imaging may be helpful, when it may not be needed, and how to communicate findings with patients and providers. Participants will discuss red flags, patient safety, evidence-based guidelines, documentation, and practical decision-making in common clinical situations.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe appropriate indications and limits for diagnostic imaging.
2: Analyze clinical findings to decide whether imaging may be warranted.
3: Apply imaging decision-making principles to a chiropractic patient case.

AGENDA/OUTLINE

- Introduction: Practical imaging insights for chiropractic clinical decision-making.
- Presentation: Interpret selected imaging cases and identify important findings.
- Group discussion/activity: Discuss appropriate use of diagnostic imaging.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Chou, R., Qaseem, A., Owens, D. K., & Shekelle, P. (2011). Diagnostic imaging for low back pain: Advice for high-value health care. Annals of Internal Medicine, 154(3), 181–189. https://doi.org/10.7326/0003-4819-154-3-201102010-00008
- Souza, T. A. (2014). Differential diagnosis and management for the chiropractor: Protocols and algorithms (5th ed.). Jones & Bartlett Learning. [1, 2, 3, 4]



Lifelong Learning for the Chiropractic Profession: What Lessons Have We Learned?

Date: Saturday, October 17, 2026 Time: 3:30 PM – 4:30 PM Session Number: WFCEdConf2026_S3A Credit Hours: 1 Room: Progress

SPEAKERS

MODERATOR: Rebekah Wilks, DC, BA, BS; World Federation of Chiropractic, United States
Rebekah Wilks is Secretary General Designate for the World Federation of Chiropractic previously serving as WFC Director of Strategy & Policy since 2021.

Bart Green, DC, MSEd, PhD; National University of Health Sciences; Scripps Health, United States
Bart Green is a full-time chiropractor, Editor-in-Chief of the Journal of Chiropractic Education and is a founding member of the Chiropractic Educators Research Forum.

Karin Kaptein, BS(Chiro); Netherlands Chiropractors' Association
Karin Kaptein graduated from AECC 1995. She has worked in private practice since 1995 and is the current president of the Netherlands Chiropractors' Association.

Ryan Coster, BSc, MChiro; President, WFC Board of Directors, Canada
Ryan Coster is a Canadian chiropractor, healthcare executive, and governance professional based in Moncton, New Brunswick. He holds degrees in biology, commerce, business administration, and chiropractic.

Yi Kai Wong, BSc Chiro, MSc PH, Senior Lecturer, IMU, Malaysia
Yi Kai Wong is Secretary/Treasurer on the Board of the World Federation of Chiropractic and focuses on policy, regulation, and evidence-informed practices.

John Maltby, DC; World Federation of Chiropractic, United States
John Maltby serves as the Secretary General interim of the World Federation of Chiropractic and served on the WFC board from 2015 to 2025

SESSION OVERVIEW

This closing session reflects on the main lessons learned about lifelong learning for the chiropractic profession. Participants will connect ideas from education, clinical practice, research, regulation, accreditation, and public trust. The session will help attendees identify what should continue, what should change, and what actions can move lifelong learning from a slogan to a shared professional responsibility.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to
1: Describe key lessons learned about lifelong learning in chiropractic.
2: Analyze how education, practice, research, and regulation can support lifelong learning.
3: Discuss personal or organizational actions participants may take to advance lifelong learning after the conference.

AGENDA/OUTLINE

- Introduction: Reflecting on lessons learned about lifelong learning in chiropractic.
- Presentation: Identify key lessons that have shaped professional development.
- Group discussion/activity: Discuss future opportunities to improve lifelong learning.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). The adult learner: The definitive classic in adult education and human resource development (8th ed.). Routledge.
- Frenk, J., Chen, L., Bhutta, Z. A., Cohen, J., Crisp, N., Evans, T., Fineberg, H., Garcia, P., Ke, Y., Kelley, P., Kistnasamy, B., Meleis, A., Naylor, D., Pablos-Mendez, A., Reddy, S., Scrimshaw, S., Sepulveda, J., Serwadda, D., & Zurayk, H. (2010). Health professionals for a new century. The Lancet, 376(9756), 1923–1958. https://doi.org/10.1016/S0140-6736(10)61854-5