

13th WFC GLOBAL EDUCATION CONFERENCE

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



PLATINUM SPONSORS



SILVER SPONSORS



GOLD SPONSORS



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 the elite** 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 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 (I)



Welcome from the President of the Netherlands Chiropractors' Association

Greetings,

It is my great pleasure, on behalf of the Netherlands Chiropractic 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, DC
President of the Netherlands Chiropractors' Association (NCA)



Program at a Glance

Preliminary program; some sessions may change. A more detailed program will be posted in the upcoming weeks.

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

1:00 PM – 2:00 PM	Education Research: Research Abstract Presentations 5
2:15 PM – 3:15 PM	Regional Expansion of Chiropractic Education: Lessons from the Field
2:15 PM – 3:15 PM	Maximize Your Program through Learning Management Systems and Curriculum Mapping
2:15 PM – 3:15 PM	Leveraging World Spine Day to Grow Your Chiropractic Practice
2:15 PM – 3:15 PM	Chiropractic Care of Children and Adolescents: Excellence in Pediatric Care
2:15 PM – 3:15 PM	Education Research: Research Abstract Presentations 6
3:15 PM – 3:45 PM	Networking break
3:45 PM – 4:45 PM	Regulation Matters: A Discussion About the Myths and Facts of Regulation
3:45 PM – 4:45 PM	Pediatric Musculoskeletal Health: Nutrition and Physical Activity for Children in Chiropractic Practice
3:45 PM – 4:45 PM	Education Research: Research Abstract Presentations 7
5:00 PM – 6:00 PM	Accreditation Matters: A Discussion About the Myths and Facts of Accreditation
5:00 PM – 6:00 PM	Neurology for Chiropractic Practice: Neuroscience-Informed Clinical Decision-Making in Eye Movement Assessment
5:00 PM – 6:00 PM	Education Research: Research Abstract Presentations 8
7:30 PM – 10:00 PM	Netherlands Chiropractors' Association Membership Meeting (closed meeting)

Saturday, October 17, 2026

8:30 AM – 10:30 AM	Future of Chiropractic: Improving the Lifelong Learning Journey for Chiropractors
10:30 AM – 11:00 AM	Meet the Authors and Book Signing and Networking break
11:00 AM – 12:00 PM	Chiropractic Excellence in Education and Presentation of the CERF-WFC Alan Adams Education Research Awards
12:00 PM – 1:00 PM	Lunch
1:00 PM – 3:00 PM	Lifelong Learning: Building a Consensus Statement for the Chiropractic Profession
1:00 PM – 3:00 PM	Practical Chiropractic Applications of Functional Testing: Bodyweight Squat as a Movement Screen for Patients
1:00 PM – 3:00 PM	Diagnostic Imaging Pearls and Practice for Chiropractors
3:00 PM – 3:30 PM	Networking break
3:30 PM – 4:30 PM	Lifelong Learning for the Chiropractic Profession: What Lessons Have We Learned?

Note: 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.

The Netherlands Chiropractors' Association, known as the Nederlandse Chiropractoren Associatie (NCA), is the oldest professional trade organization for qualified chiropractors in the Netherlands. Founded on July 9, 1975, it represents hundreds of practitioners, sets high educational standards, and promotes evidence-based musculoskeletal care.

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

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 NGO of 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.



NCA

Nederlandse
Chiropractoren Associatie

Thank you to Sponsors

This WFC Global Education Conference was made possible through the support of the following sponsors.



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.
- 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.

All Conference Delegates Are Invited to Participate

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 2020 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?



Registration :

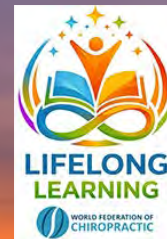
<https://wfc.org/events/13th-wfc-global-education-conference-registration/e4>

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

SPEAKERS

MODERATOR: Rebekah Wilks, DC, BA, BS; Department of Veterans Affairs, United States

Rebekah Wilks is Director of Strategy & Policy for the World Federation of Chiropractic and Project Lead and Co-Chair of World Spine Day.

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, BSc(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, MSChiro; 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.

Bart Green, DC, MEd, 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; Leiden University Medical Center, Netherlands

Peter de Jong is a Senior Advisor and Researcher in Technology-Enhanced Learning at Leiden University Medical Center in the Netherlands. His research focuses on online and blended learning in health professions education.

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., Srimshaw, 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](https://doi.org/10.1016/S0140-6736(10)61854-5)

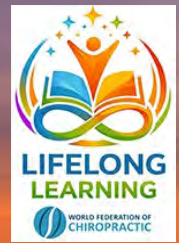
Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). The adult learner: The definitive classic in adult education and human resource development (8th ed.). Routledge.

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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 (ECU) and a practicing chiropractor from Norway and former President of the Norwegian Chiropractors' Association.

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: Molly Meri Robinson Nicol, DC; Technical Lead, Process Efficiency, World Health Organization, Switzerland

REFERENCES and READING LIST

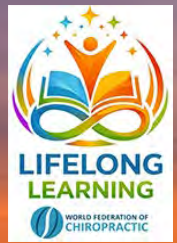
- Schueren S, Smith DL, Malaya CA, King JA, Schilaty ND. Continuing education for the chiropractic profession: a cross-sectional study analyzing potential barriers to future chiropractic academic and research development. Chiropractic & manual therapies. 2025 Aug 21;33(1):34.
- Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques. Psychological Science in the Public Interest, 14(1), 4–58. <https://doi.org/10.1177/1529100612453266>

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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, BSc(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 is Secretary General of the European Chiropractors' Union (ECU) and a practicing chiropractor from Norway.

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

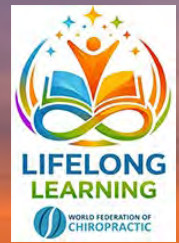
- Meeker, W. C., & Haldeman, S. (2002). Chiropractic: A profession at the crossroads of mainstream and alternative medicine. *Annals of Internal Medicine*, 136(3), 216–227. <https://doi.org/10.7326/0003-4819-136-3-200202050-00010>
- Stochkendahl MJ, Rezaei M, Torres P, Sutton D, Tuchin P, Brown R, Côté P. The chiropractic workforce: a global review. *Chiropractic & manual therapies*. 2019 Jul 24;27(1):36.

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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

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

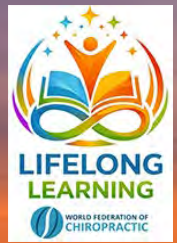
- World Health Organization. (2010). Framework for action on interprofessional education and collaborative practice. World Health Organization. <https://iris.who.int/handle/10665/70185>
- Reeves, S., Perrier, L., Goldman, J., Freeth, D., & Zwarenstein, M. (2013). Interprofessional education: Effects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

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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

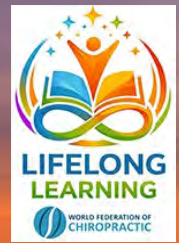
- Brukner, P., & Khan, K. (2017). Brukner & Khan's clinical sports medicine: Injuries (5th ed.). McGraw-Hill Education.
- Powers, C. M. (2010). The influence of abnormal hip mechanics on knee injury. Journal of Orthopaedic & Sports Physical Therapy, 40(2), 42–51. <https://doi.org/10.2519/jospt.2010.3337>

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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

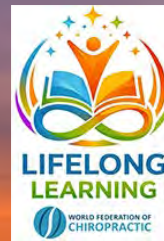
- Johnson CD, Green BN, Amorin-Woods LG, Arar I, Burnham KD, Byfield DC, Carmichael JP, Crespo W, Dewhurst P, Doucet C, Dunn AS. Global status of chiropractic education research and scholarly publications: a scoping review. JBI evidence synthesis. 2025 Apr 1;23(4):638-703.
- WFC. Twelfth World Federation 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.

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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.

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

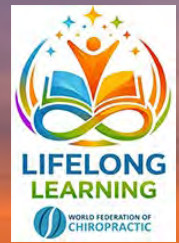
- Harden, R. M. (2001). AMEE Guide No. 21: Curriculum mapping. Medical Teacher, 23(2), 123–137. <https://doi.org/10.1080/01421590120036547>
- Johnson CD, Green BN, Amorin-Woods L, Byfield D, Crespo-Rivera W, Dewhurst P, Doucet C, Dunn A, Fox M, Jones-Harris A, Kolberg C. Program standards and student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

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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

Participants will engage in reflective dialogue, compare institutional practices, and collaboratively prioritize essential elements to develop consistent, valid rubrics for assessing rehabilitation competency using standardized patients. Attendees during this workshop will explore how standardized patients can better support the teaching, evaluation, and refinement of rehabilitation skills across diverse chiropractic programs worldwide. Chiropractic educators will gain strategies for evaluating rehabilitation performance, strengthened connections with colleagues committed to standardized patient best practices, and a deeper understanding of how standardized, rubric-based assessment can elevate the teaching and evaluation of rehabilitation in chiropractic education.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to

- 1: Identify gaps and variability in the use of SPs and rehabilitation-focused assessment practices across chiropractic programs worldwide
- 2: Analyze existing competency frameworks to determine which components are most relevant and adaptable for evaluating rehabilitation skills within SP-based assessments
- 3: Prioritize key elements required to develop valid, reliable, and standardized rubrics for assessing rehabilitation competency

AGENDA/OUTLINE

- Introduction: Using standardized patients to assess rehabilitation competencies worldwide.
- Presentation: Evaluate a rehabilitation scenario using standardized patient methods.
- Group discussion/activity: Discuss advantages and limitations of competency assessments.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

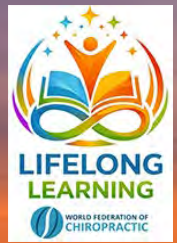
- Cleland, J. A., Abe, K., & Rethans, J. J. (2009). The use of simulated patients in medical education. *Medical Teacher*, 31(6), 477–486. <https://doi.org/10.1080/01421590903002821>
- Epstein, R. M. (2007). Assessment in medical education. *New England Journal of Medicine*, 356(4), 387–396. <https://doi.org/10.1056/NEJMr054784>

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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

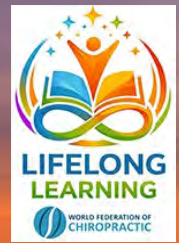
- Borggren, C. L. (2007). Pregnancy and chiropractic: A narrative review of the literature. *Journal of Chiropractic Medicine*, 6(2), 70–74. <https://doi.org/10.1016/j.jcme.2007.04.004>
- Maier M, Agaoglu M, Brown R, Cassirer C, DaSilva K, Lystad RP, Mohammad S, Wong JJ. Chiropractic in global health 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.

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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

Ashua 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

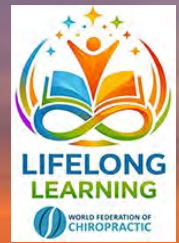
- Johnson CD, Green BN, Amorin-Woods LG, Arar I, Burnham KD, Byfield DC, Carmichael JP, Crespo W, Dewhurst P, Doucet C, Dunn AS. Global status of chiropractic education research and scholarly publications: a scoping review. JBI evidence synthesis. 2025 Apr 1;23(4):638-703.
- WFC. Twelfth World Federation 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.

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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.

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

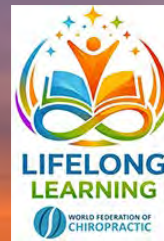
- Eaton, J. S. (2012). An overview of U.S. accreditation. Council for Higher Education Accreditation. <https://www.chea.org/overview-us-accreditation>
- Peterson CK, Randhawa K, Shaw L, Shobbrook M, Moss J, Edmunds LV, Potter D, Pallister S, Webster M. The councils on chiropractic education international 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.

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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 a Professor 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

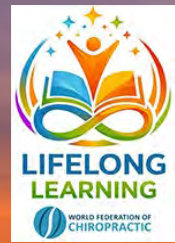
- Ericsson, K. A., Krampe, R. T., & Tesch-Römer, C. (1993). The role of deliberate practice in the acquisition of expert performance. *Psychological Review*, 100(3), 363–406. <https://doi.org/10.1037/0033-295X.100.3.363>
- Mann, K., Gordon, J., & MacLeod, A. (2009). Reflection and reflective practice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

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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 and pediatric 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

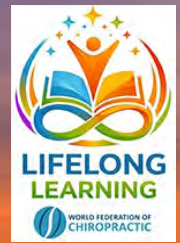
- Hawk, C., Schneider, M. J., Vallone, S., & Hewitt, E. G. (2016). Best practices for chiropractic care of children: A consensus update. *Journal of Manipulative and Physiological Therapeutics*, 39(3), 158–168. <https://doi.org/10.1016/j.jmpt.2016.02.015>
- Keating G, Hawk C, Amorin-Woods L, Amorin-Woods 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.

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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

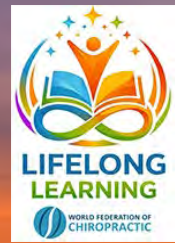
- Johnson CD, Green BN, Amorin-Woods LG, Arar I, Burnham KD, Byfield DC, Carmichael JP, Crespo W, Dewhurst P, Doucet C, Dunn AS. Global status of chiropractic education research and scholarly publications: a scoping review. JBI evidence synthesis. 2025 Apr 1;23(4):638-703.
- WFC. Twelfth World Federation 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 NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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

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

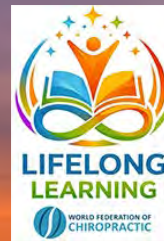
- Johnson CD, Green BN, Amorin-Woods LG, Arar I, Burnham KD, Byfield DC, Carmichael JP, Crespo W, Dewhurst P, Doucet C, Dunn AS. Global status of chiropractic education research and scholarly publications: a scoping review. JBI evidence synthesis. 2025 Apr 1;23(4):638-703.
- Haldeman, S., Dagenais, S., 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>

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

SPEAKERS

WORKSHOP LEADER: Nic Poirier, DC, EdD; Southern California University of Health Sciences, United States

Nic Poirier is Executive Dean of the College of Chiropractic Education at SCU. His leadership background includes overseeing academic programs and services, health sciences and education, and academic affairs.

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.

Marina Fox, BScPhysiol, BScChiro; New Zealand College of Chiropractic, New Zealand

Marina Fox is Vice President of Academics at the New Zealand College of Chiropractic, where she has worked for more than 25 years in clinical, teaching, and senior leadership roles. Her work focuses on academic quality, program development, and institutional growth.

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

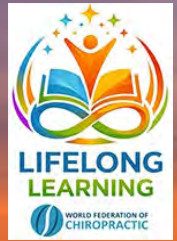
- Cervero, R. M., & Gaines, J. K. (2015). The impact of CME on physician performance and patient health outcomes. *Chest*, 147(5), 1249–1255. <https://doi.org/10.1378/chest.14-2459>
- Davis, D., O'Brien, M. A. T., Freemantle, N., Wolf, F. M., Mazmanian, P., & Taylor-Vaisey, A. (1999). Impact of formal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

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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 Fédération Internationale de Chiropratique du Sport (FICS).

SESSION OVERVIEW

Athletes often seek care that supports performance, recovery, injury prevention, and return to sport. This workshop reviews the role of chiropractic care in sports settings. Participants will consider evidence, clinical reasoning, communication with coaches and teams, safe manual care, exercise advice, and outcomes that matter to athletes. The focus is on responsible, evidence-informed sports chiropractic practice.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to

- 1: Describe the goals of chiropractic care for athletes.
- 2: Explain what research is available about sports chiropractic care
- 3: Analyze how chiropractic care may fit within a sports health team.
- 4: Evaluate evidence-informed approaches for managing an athlete case.

AGENDA/OUTLINE

- Introduction: The role and evidence of chiropractic care in athletic performance and recovery.
- Presentation: Review athlete cases and identify performance-related interventions.
- Group discussion/activity: Discuss evidence supporting chiropractic care for athletes.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

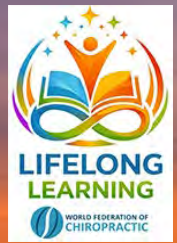
- Hyde TE, Gengenbach MS, editors. Conservative management of sports injuries. Jones & Bartlett Learning; 2007.
- Miners, A. L. (2010). Chiropractic treatment and the enhancement of sport performance: A narrative literature review. Journal of the Canadian Chiropractic Association, 54(4), 210–221. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2989409/>

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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

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

Annemarie de Zoete

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

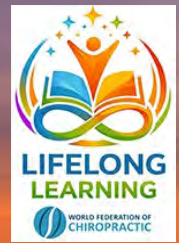
- Johnson CD, Green BN, Amorin-Woods LG, Arar I, Burnham KD, Byfield DC, Carmichael JP, Crespo W, Dewhurst P, Doucet C, Dunn AS. Global status of chiropractic education research and scholarly publications: a scoping review. JBI evidence synthesis. 2025 Apr 1;23(4):638-703.
- WFC. Twelfth World Federation 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.

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



Advancing Chiropractic Education Globally

Date: Friday, October 16, 2026 Time: 8:30 AM – 10:00 AM Session Number: WFCedConf2026_F1A Credit Hours: 1.5

SPEAKERS

MODERATOR: Rebekah Wilks, DC, BA, BS;
Department of Veterans Affairs, United States
 Rebekah Wilks is Director of Strategy & Policy for the World Federation of Chiropractic and Project Lead and Co-Chair of World Spine Day.

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

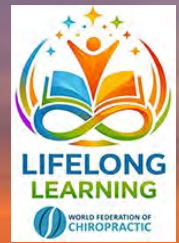
- Mrozek JP, Till H, Taylor-Vaisey AL, Wickes D. Research in chiropractic education: an update. Journal of manipulative and physiological therapeutics. 2006 Nov 1;29(9):762-73.
- Johnson CD, Green BN, Amorin-Woods LG, Arar I, Burnham KD, Byfield DC, Carmichael JP, Crespo W, Dewhurst P, Doucet C, Dunn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

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

SPEAKERS

MODERATOR: Bart Green, DC, MEd, 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, M(Chiro), PhD, MScMedEd, 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-Rivières, 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 an Associate Professor with expertise in workforce development and healthcare 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

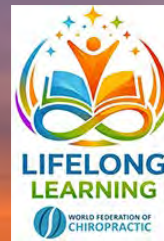
- de Luca K, Tuchin P, Bonello R. A web-based survey of the motivations and challenges faced by emerging researchers in the chiropractic profession. Journal of Chiropractic Education. 2015 Sep 1;29(2):151-8.
- Adams AH, Gatterman M. The state of the art of research on chiropractic education. Journal of manipulative and physiological therapeutics. 1997 Mar 1;20(3):179-84.

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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

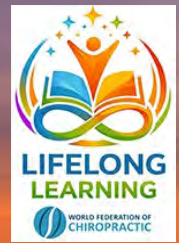
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. EDUCAUSE Review. <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>
- Means, B., Toyama, Y., Murphy, R.,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

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

SPEAKERS

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 practices make care safer, more consistent, and more patient-centered. This workshop reviews the Chiropractic Practice Standard: Quality Improvement, The Royal College of Chiropractors. Attendees will be shown how chiropractors can use simple improvement methods in daily practice. Topics include choosing a problem, measuring current performance, testing small changes, using patient feedback, reviewing outcomes, and building a team culture that supports ongoing improvement.

LEARNING OBJECTIVES

By completion of this session, attendees will be able to

- 1: Describe the basic steps of continuous quality improvement in practice.
- 2: Analyze a practice problem to choose a measurable improvement aim.
- 3: Apply a continuous quality cycle to chiropractic practice issues.

AGENDA/OUTLINE

- Introduction: Practical methods for implementing quality improvement in practice settings.
- Presentation: Develop a quality improvement project for a clinic scenario.
- Group discussion/activity: Discuss measures used to evaluate improvement efforts.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

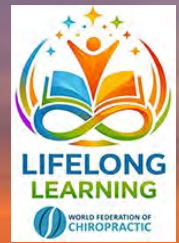
- Chiropractic Practice Standard Quality Improvement. Royal College of Chiropractors, 2025. https://www.gcc-uk.org/assets/downloads/RCC_CPS-Quality_Improvement.pdf
- Batalden, P. B., & Davidoff, F. (2007). What is quality improvement and how can it transform healthcare? *Quality and Safety in Health Care*, 16(1), 2–3. <https://doi.org/10.1136/qshc.2006.022046>

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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

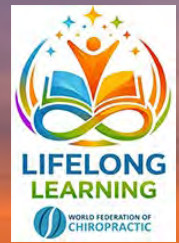
- Johnson C. Highlights of the basic components of evidence-based practice. *Journal of Manipulative and Physiological Therapeutics*. 2008 Feb 1;31(2):91-2.
- Straus, S. E., Glasziou, P., Richardson, W. S., & Haynes, R. B. (2019). *Evidence-based medicine: How to practice and teach EBM* (5th ed.). Elsevier.

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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

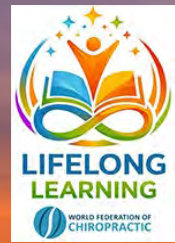
- Johnson CD, Green BN, Amorin-Woods LG, Arar I, Burnham KD, Byfield DC, Carmichael JP, Crespo W, Dewhurst P, Doucet C, Dunn AS. Global status of chiropractic education research and scholarly publications: a scoping review. JBI evidence synthesis. 2025 Apr 1;23(4):638-703.
- WFC. Twelfth World Federation 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.

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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), MChiro, 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; Life University, United States of America

Rob Scott is the Associate Vice President for Institutional Initiatives, he supports the University'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

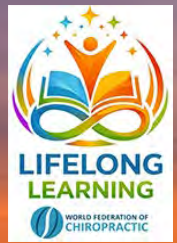
- Frenk, J., Chen, L., Bhutta, Z. A., Cohen, J., Crisp, N., Evans, T., Fineberg, H., Garcia, P., Ke, Y., Kelley, P., Kistnasamy, B., Meleis, A., Naylor, D., Pablos-Mendez, A., Reddy, S., Scrimshaw, S., Sepulveda, J., Serwadda, D., & Zurayk, H. (2010). Health professionals for a new century. The Lancet, 376(9756), 1923–1958. [https://doi.org/10.1016/S0140-6736\(10\)61854-5](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/>

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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

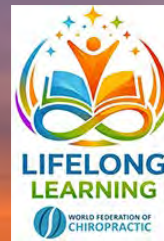
- Harden, R. M. (2001). AMEE Guide No. 21: Curriculum mapping. *Medical Teacher*, 23(2), 123–137. <https://doi.org/10.1080/01421590120036547>
- Prideaux, D. (2003). ABC of learning and teaching in medicine: Curriculum design. *BMJ*, 326(7383), 268–270. <https://doi.org/10.1136/bmj.326.7383.268>

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

SPEAKERS

MODERATOR: Rebekah Wilks, DC, BA, BS;
Department of Veterans Affairs, United States
 Rebekah Wilks is a clinician within the U.S. Department of Veterans Affairs and is the Director of Strategy & Policy for the World Federation of Chiropractic and Project Lead and Co-Chair of World Spine Day.

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 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

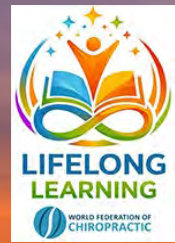
- Haneline M, Meeker WC. Introduction to public health for chiropractors. Jones & Bartlett Learning; 2010 Oct 25.
- Johnson C, Green BN. Public health, wellness, prevention, and health promotion: considering the role of chiropractic and determinants of health. Journal of manipulative and physiological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

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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 and pediatric 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

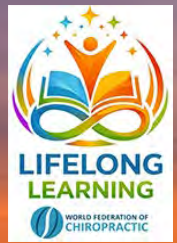
- Hawk, C., Schneider, M. J., Vallone, S., & Hewitt, E. G. (2016). Best practices for chiropractic care of children: A consensus update. *Journal of Manipulative and Physiological Therapeutics*, 39(3), 158–168. <https://doi.org/10.1016/j.jmpt.2016.02.015>
- Keating G, Hawk C, Amarin-Woods L, Amarin-Woods 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.

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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

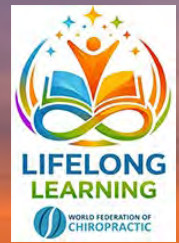
- Johnson CD, Green BN, Amorin-Woods LG, Arar I, Burnham KD, Byfield DC, Carmichael JP, Crespo W, Dewhurst P, Doucet C, Dunn AS. Global status of chiropractic education research and scholarly publications: a scoping review. JBI evidence synthesis. 2025 Apr 1;23(4):638-703.
- WFC. Twelfth World Federation 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.

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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; Regulatory Council of the Federation of Canadian Chiropractic, Canada

Darrell Wade is Chair of the Regulatory Council of the Federation of Canadian Chiropractic. He is a member for Canada on the International Chiropractic Regulatory Society.

Yi Kai Wong, B.Sc(Chiro), MScPH, Senior Lecturer, IMU, Malaysia

Yi Kai Wong is a Senior Lecturer at IMU University, Kuala Lumpur, Malaysia. His work with the Association of Chiropractic Malaysia and the World Federation of Chiropractic focuses on policy, regulation, and evidence-informed practices.

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 the main public protection purposes of health professional regulation.
- 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.
- Group discussion/activity: Discuss misconceptions about regulation and public protection.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

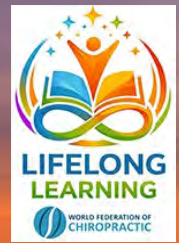
- World Health Organization. (2024). Health practitioner regulation: Design, reform and implementation guidance. <https://www.who.int/publications/i/item/9789240095014>
- World Health Organization. (2024). Health Practitioner Regulation Systems: A large-scale rapid review of the design, operation and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

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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

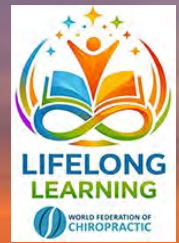
- Janssen, I., & LeBlanc, A. G. (2010). Systematic review of the health benefits of physical activity and fitness in school-aged children and youth. *International Journal of Behavioral Nutrition and Physical Activity*, 7, 40. <https://doi.org/10.1186/1479-5868-7-40>
- World Health Organization. (2020).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

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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

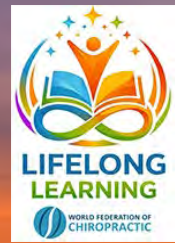
- Johnson CD, Green BN, Amarin-Woods LG, Arar I, Burnham KD, Byfield DC, Carmichael JP, Crespo W, Dewhurst P, Doucet C, Dunn AS. Global status of chiropractic education research and scholarly publications: a scoping review. JBI evidence synthesis. 2025 Apr 1;23(4):638-703.
- WFC. Twelfth World Federation 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 NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

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 chiropractic

**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

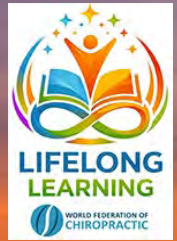
- Eaton, J. S. (2012). An overview of U.S. accreditation. Council for Higher Education Accreditation. <https://www.chea.org/overview-us-accreditation>
- van Zanten, M., Boulet, J. R., & Greaves, I. (2012). The importance of medical education accreditation standards. *Medical Teacher*, 34(2), 136–145.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

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

SPEAKERS

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 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 and differentiate focal dysfunction from global system intolerance.
- 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 patient scenarios.
- Group discussion/activity: Discuss how neurological assessments influence management decisions.
- Discussion. Questions and Answers.

REFERENCES and READING LIST

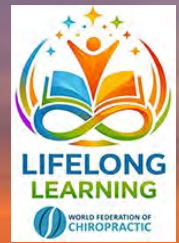
- Leigh, R. J., & Zee, D. S. (2015). The neurology of eye movements (5th ed.). Oxford University Press.
- Ventura, R. E., Balcer, L. J., & Galetta, S. L. (2014). The neuro-ophthalmology of head trauma. The Lancet Neurology, 13(10), 1006–1016. [https://doi.org/10.1016/S1474-4422\(14\)70111-5](https://doi.org/10.1016/S1474-4422(14)70111-5)

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



Education Research: Research Abstract Presentations 8

Date: Friday, October 16, 2026 Time: 5:00 PM – 6:15 PM Session Number: WFCedConf2026_F5C Credit Hours: 1

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.

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

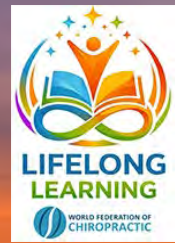
Johnson CD, Green BN, Amorin-Woods LG, Arar I, Burnham KD, Byfield DC, Carmichael JP, Crespo W, Dewhurst P, Doucet C, Dunn AS. Global status of chiropractic education research and scholarly publications: a scoping review. JBI evidence synthesis. 2025 Apr 1;23(4):638-703.
 WFC. Twelfth World Federation 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.

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

SPEAKERS

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.

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.

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.

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

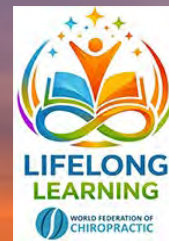
- Cervero, R. M., & Gaines, J. K. (2015). The impact of CME on physician performance and patient health outcomes. *Chest*, 147(5), 1249–1255.
<https://doi.org/10.1378/chest.14-2459>
- Mann, K., Gordon, J., & MacLeod, A. (2009). Reflection and reflective practice in health professions education. *Advances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

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



BOOK SIGNING BREAK

Date: Saturday, October 17, 2026 Time: 8:30 AM – 10:30 AM Session Number: WFCedConf2026_S1A Credit Hours: 2

AUTHORS

Sherry McAllister, MEd, 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, MEd, 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.

BOOK SIGNING

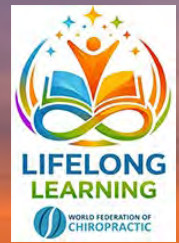
Meet the authors

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

SPEAKERS

MODERATOR: Bart Green, DC, MEd, 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. Participants will discuss practical ways programs can define, measure, and improve scholarship excellence over time. 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

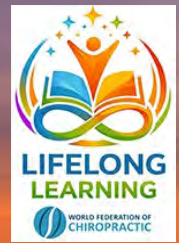
- Biggs, J., & Tang, C. (2011). Teaching for quality learning at university (4th ed.). Open University Press.
- Mrozek JP, Till H, Taylor-Vaisey AL, Wickes D. Research in chiropractic education: an update. Journal of manipulative and physiological therapeutics. 2006 Nov 1;29(9):762-73.

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

LEADERS

MODERATOR: Bart Green, DC, MEd, 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-Rivières, 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

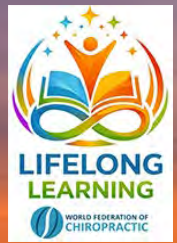
- Diamond, I. R., Grant, R. C., Feldman, B. M., Pencharz, P. B., Ling, S. C., Moore, A. M., & Wales, P. W. (2014). Defining consensus: A systematic review recommends methodologic criteria. *Journal of Clinical Epidemiology*, 67(4), 401–409. <https://doi.org/10.1016/j.jclinepi.2013.12.002>
- Humphrey-Murto, 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>

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

SPEAKERS

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

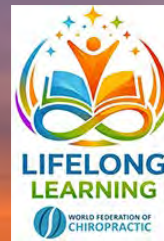
- Cook, G., Burton, L., & Hoogenboom, B. (2006). Pre-participation screening: The use of fundamental movements as an assessment of function. *North American Journal of Sports Physical Therapy*, 1(2), 62–72. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2953313/>
- Myer, G. D., Kushner, A. M., Brent, 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.0000000000000103>

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

SPEAKERS

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

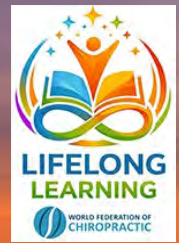
- Chou, R., Qaseem, A., Owens, D. K., & Shekelle, P. (2011). Diagnostic imaging for low back pain: Advice for high-value health care. *Annals of Internal Medicine*, 154(3), 181–189. <https://doi.org/10.7326/0003-4819-154-3-201102010-00008>
- Souza, T. A. (2014). *Differential diagnosis and management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

THE NETHERLANDS

OCTOBER 14 - 17, 2026

Lifelong Learning:

Advancing Chiropractic Education for the Future



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

SPEAKERS

MODERATOR: Rebekah Wilks, DC, BA, BS; Department of Veterans Affairs, United States

Rebekah Wilks is Director of Strategy & Policy for the World Federation of Chiropractic and Project Lead and Co-Chair of World Spine Day.

Bart Green, DC, MEd, 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, BSc(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, MSChiro; 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.

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](https://doi.org/10.1016/S0140-6736(10)61854-5)

Thank you to Conference Advisory Committee

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. Dr 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. Ken has worked at institutions in the USA and UK, as well as at Murdoch University in Perth, Australia, prior to his current job. He got his PhD in 2018, 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.



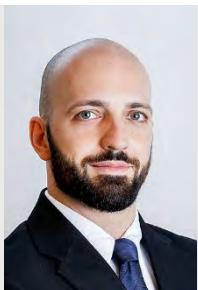
**Tom Michielsens, MSc(Chiro), MD; Dutch Belgian Institute of Chiropractic
Belgium**

Tom Michielsens 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 degree in Chiropractic from Feevale, ICSSD from New York Chiropractic College and MSc in Biosciences and Rehabilitation. He has been involved in the planning and development of 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 public-funded Chiropractic Graduate program in Canada. He served 12 years on the executive of the Federation of Canadian Chiropractic (FCC) and served as its President for 5 years. In 2019, he was reappointed as the Director of UQTR's Chiropractic Department by the University's Board of Governors. 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, MSc; 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, MChiro; Netherlands Chiropractors' Association
Nederland**

Karin Kaptein, MChiro NCA. She 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.



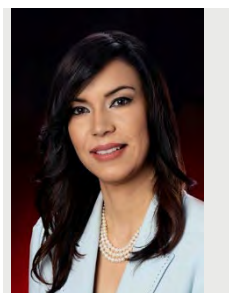
**Sidney Rubinstein, DC, PhD; Vrije Universiteit, Amsterdam
Nederland**

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. Dr. 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; 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. Prof. Yelverton 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.



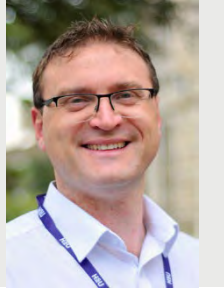
**David Byfield, BSc(Hons), DC, MPhil; Welsh Institute of Chiropractic, University of South
Wales
United Kingdom**

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, PhD; McTimoney College of Chiropractic
United Kingdom**

Christina Cunliffe is a Chartered Biologist and PhD, a Fellow of the Royal Society of Biology, the Royal College of Chiropractors and the Royal Society of Medicine. She served on the General Chiropractic Council and was a member of 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 was awarded a full Professorship by a public University in 2010 and, in 2021, an Honorary Doctorate in Healthcare Leadership by a large London University.



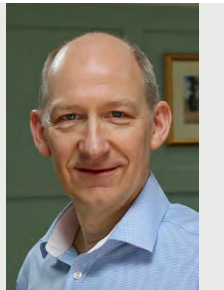
Philip Dewhurst, EdD, MChiro, MSc, BSc; Health Sciences University United Kingdom

Philip Dewhurst is Associate Professor of Health Education at Health Sciences University and Director of Academic Affairs at the Royal College of Chiropractors. He served as Head of AECC School of Chiropractic and as a registrant member of the General Chiropractic Council Education Committee. He has contributed to UK regulatory standards in education and professional practice, and WFC working groups for tests of competency. He is a Fellow of the Higher Education Academy and the Royal College of Chiropractors Education Faculty, committed to advancing excellence in chiropractic education worldwide.



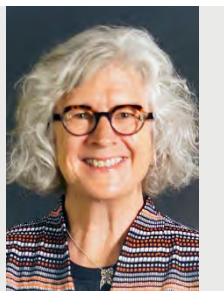
Daniel Moore, BSc(Hons), Mchiro; Teesside University United Kingdom

Daniel Moore is an academic, early-career researcher, and healthcare professional from the UK. He has a portfolio of experience supporting organizations operationally and strategically at a board level in both higher education and health in the UK and globally. He is a registered chiropractor, a qualified MSK sonographer, and an educationalist. In 2024, Daniel received a National Teaching Fellowship (NTF) in the UK from Advance HE.



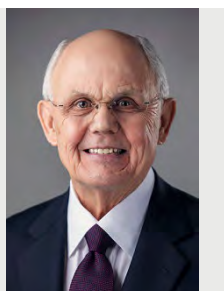
Stuart Smellie, BSc, DipChiro; The Royal College of Chiropractic United Kingdom

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, Dr. C.S. Cleveland Sr. and Dr. 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 The Colorado College. In the course of her career with ICRS, FCLB, and NBCE, she has almost four decades of dedication 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, MEd, PhD; National University of Health Sciences
United States**

Bart Green has practiced as a chiropractor since 1992 and is on staff at two of Southern California's largest hospital systems: Scripps Health and Veterans Affairs San Diego Healthcare System. 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. Dr. 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, MEd, PhD; National University of Health Sciences
United States**

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



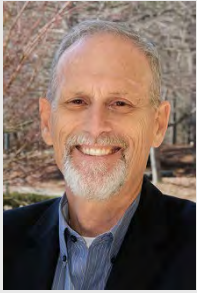
**Craig Little, DC, MEd, EdD; Council on Chiropractic Education
United States**

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 is currently serving as the Interim Secretary General of the World Federation of Chiropractic. He graduated from Palmer College of Chiropractic, Davenport, in 1977 and has served as the President of the World Federation of Chiropractic and the International Chiropractors Association. He has been a lecturer at various chiropractic colleges and has provided continuing education on the topics of ethical practices and clinical documentation. He has been in clinical practice 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; Activator Methods
United States**

Kristina Petrocco-Napuli is President of Activator Methods International. Her experience in chiropractic education encompasses senior administrative and programmatic leadership roles, where she has championed academic excellence and innovation. As an accomplished educator and former Chair of the Council on Chiropractic Education, she assisted in establishing educational standards that ensure the highest quality of chiropractic training.



**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 his teaching focuses on evidence-based practice skills. He has published scholarly articles and book chapters in diagnostic imaging, ethics, chiropractic education, and professionalism.



**Rebekah Wilks, DC; Bay Pines Veterans Affairs Healthcare System
United States**

Rebekah Wilks is the Director of Strategy & Policy for the WFC. She serves as Workforce Workstream Chair for the World Rehabilitation Alliance and is Project Lead & Co-Chair for World Spine Day. Dr. Wilks completed a residency with the Department of Veterans Affairs and currently practices at the Bay Pines VA Medical Center, where she serves on the Whole Health Council and holds 4 adjunct clinical faculty positions. 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 Fellows and the U.S. Senate.



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

Michael Wiles is a visiting 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 Canadian Memorial Chiropractic College, Northwestern Health Sciences University, D'Youville University, Texas Chiropractic College, and Keiser University.